DOCUMENT RESUME

ED 344 019 CE 060 754

TITLE The Systematic Assessment of Leavers. Phase II. Final Report, 91-1045.
INSTITUTION Milwaukee Area Technical Coll., Wis.
SPONS AGENCY Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE Jun 91
NOTE 227p.; For phase I, see ED 317 260.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Academic Persistence; *College Students; Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; School Holding Power; *Student Attitudes; *Student Attrition; Student Motivation; *Student Personnel Services; Technical Institutes; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS *Milwaukee Area Technical College WI

ABSTRACT

As the second phase of a three-phase study of why students leave Milwaukee Area Technical College (MATC) and why others remain, this research focuses on three questions: (1) what were the reasons for discontinuing studies at MATC? (2) what were the overall perceptions of the 269 leavers in 1989 regarding institutional and student services? and (3) were there any patterns of differences or similarities among responses of leaver groups regarding education plans, work patterns, and usage of institutional services? The study found that in 1989, child care, financial problems, and personal or family illness were the most important reasons for leaving. (In 1990, the importance patterns of these problems altered somewhat.) The study also found that the leavers had positive attitudes toward quality of instructors and instructors and toward student services. They also were heavier users of student services than other students. The study concluded that the barriers to education experienced by the students were not created by MATC and could not all be lifted by the school. The study recommended that the college should continue to provide a full range of student services and that these services should be monitored to ensure that their quality remains high. It also recommended that the employment of students leaving college should be studied. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TABLE OF CONTENTS

	Page
Executive Summary	1
Chapter I - Introduction	6
A. The Attrition Problem	6
B. The Research on the Improvement of Student Retention Project	7
C. Definitions from the Literature	7
Chapter II - Methodology	10
A. Purpose	10
B. The Systematic Assessment of Leavers Model	11
C. Population	11
D. Instrumentation and Data Collection	12
E. Data Analysis	14
Chapter III - Results	15
A. Reasons for Leaving	15
B. Employment and Future Educational Plans	19
C. Student Opinion of MATC	28
D. Student Use and Opinion of MATC Services	56
E. Importance of MATC Training	92
Chapter IV - Summary and Recommendations	102
A. Reasons for Leaving MATC	102
B. Employment and Continuing Education	103
C. Student Opinions of MATC	103
D. Student Opinion of MATC Services	105
E. Importance of MATC	106
F. Recommendations	106
Appendix A - Surveys	109

EXECUTIVE SUMMARY

To assist MATC in the development and implementation of student retention improvement efforts, the Department of Research, Planning, and Development identified in 1987 student attrition as a research priority area for the next five years and thus initiated the Research on the Improvement of Student Retention (RISR) project. The RISR project is a three-stage, longitudinal research commitment at MATC that focuses on the systematic study of retention/attrition issues related to both those students who persist in their educational endeavor or **persisters** and those students who leave the college for any reason whatsoever or **leavers**.

Started in July 1988, RISR Stage One consists of the Systematic Assessment of Leavers (SAL) research study. The SAL study is a three-year, three-phase research activity to develop and implement a monitoring process which, when fully implemented, will facilitate the continued identification, analysis, and reporting on both the nature of and the relationships among personal, demographic, institutional, and environmental factors associated with MATC student leavers.

The SAL process is based on a proposed MATC student flow model. In this model, depending on one's educational goal, a student is admitted either to a credit course program or to a noncredit course program. Afterward, the student either goes on pursuing such a goal or leaves. Leavers are further divided into graduates, attainers, transfers, stopouts, withdrawals, and nonreturnees.

This report is for Phase II of the MATC Systematic Assessment of Leavers Study which is a three-year study started in the 1989-90 school year. In the three-year study, seven specific research questions are being addressed:

1. Were there any differences among demographic and academic performance characteristics of preleavers (individuals who took the ASSET test but did not enroll at MATC) and enrollees who took the ASSET test in 1988/89?

2. What were the reasons for discontinuing studies at MATC, as perceived by nonreturning and withdrawing students of the cohort 1989?

3. What were the overall perceptions of cohort 1989 leavers regarding institutional and student services?

4. Were there any patterns of differences or similarities among responses of leaver groups of cohort 1989 regarding educational plans, work patterns, and usage of institutional services?

5. What were the characteristics of persisters as compared to leavers of cohort 89?

6. What was the relationship between student characteristics and ASSET scores?

7. What was the relationship between ASSET scores and grade point averages?

All seven questions were addressed in Phase I of the study. Questions 2, 3, and 4 were studied in much greater depth in Phase II of the study. In Phase I it was found that there were no significant differences between preleavers (individuals who took the MATC ASSET test but did not enroll at MATC) and MATC enrollees who took the ASSET test. Comparison of 21 educational and demographic characteristics of 1988/89 ASSET-tested preleavers and enrollees showed no major differences between these two groups.

Contrary to the common assumption that ASSET scores should have predictive validity, ASSET Reading, Language, or Numeric scores are <u>not</u> predictive for any minority group or whites. ASSET tests are used as a diagnostic tool to admit students to programs and not necessarily to assess later performance. Other findings of the Phase I report are found in Chapter IV Summary and Recommendations.

In 1990 the sample of the four categories of leavers was increased almost ten times from 269 in 1989 to 2,323 in 1990 as follows:

	1990	1989
Withdrawees	266	81
Nonreturnees	857	38
Transfers	382	60
Graduates	818	90
	2,323	269

Even though the sample sizes in 1989 were small because the questionnaires were not ready to be used until late in the year and the validity of the results may be questioned, the results are similar with one significant difference. The most important reasons for leaving are different in 1990 than 1989 particularly in the case of nonreturnees.

In 1989 Personal/Family Illness was the most important reason (17.3%) for leaving for withdrawing students, while in 1990, Job Conflict (17.6%) was slightly higher than Personal/Family Illness (17.3%).

For nonreturning students, the change was dramatic in that Child Care (18.3%) emerged as the most important reason for leaving while Personal/Family Illness declined from the second most important in 1989 at 18.4% to 4.2% in 1990. It is estimated that for female nonreturning students child care may be the most important reason for leaving for more than 30% of these students.

Financial problems at 23.4%, which was the most important reason for nonreturnees in 1989, declined to 9.6% in 1990. The 1989 results may be skewed because of the small sample size and because the survey was done late in the year.

Other significant results obtained in 1990 pertained to withdrawing and nonreturning student jobouts.

A majority of nonreturning (75.2%) and withdrawing (66.1%) students who responded to a question regarding working hours per week indicated they were working 31+ hours of full time.

In addition, more than 60% of withdrawing and nonreturning indicated that the training they received at MATC was relevant to their present employment.

About 36% of withdrawing students and 55% of nonreturning students indicated that their training at MATC was directly related to their present employment. Training that is relevant indicates that knowledge and skills learned at MATC are transferred to the job even though they may not be directly related to a specific job.

A significant finding of this study is that most withdrawing and nonreturning students are working full time after leaving MATC. These students might be characterized in many cases as jobouts.

A majority of withdrawing students (54.7%) indicated they planned to reenroll at MATC, most of them 39.3% in the next semester.

A majority of transfer students (57.1%) indicated they were seeking a bachelor's degree. Another 18.2% and 6.4% indicated they wanted to achieve a master's or doctorate, respectively.

The responses of leavers to questions on the quality and importance of the instruction they received at MATC are positive for 1989 and 1990. These results agree with those from other student surveys which have been conducted by MATC since 1972. The following table shows the percentages of leavers who were very satisfied, satisfied, dissatisfied, or did not know:

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Overall quality of Instruction	25.7%	63.7%	7.0%	3.6%
Instructors' Attitudes	33.0%	54.8%	9.2%	3.0%
Instructor Grading Practices	22.5%	66.9%	8.3%	3.3%
Availability of Instructor	19.2%	53.1%	11.2%	16.5%
Noninstructional Staffs' Attitudes	15.5%	54.5%	9.3%	20.7%
Overall MATC Climate	22.9%	65.8%	6.5%	4.9%
Racial Harmony Climate	15.2%	53.6%	9.1%	22.1%
Lab/Shop Facilities	23.1%	46.4%	5.1%	25.3%
Financial Aid Availability	16.5%	33.5%	13.2%	36.8%

Of 58 services or areas evaluated by leavers, there were no items that had more than 15.2% of students rating the item as unsatisfactory.

The item with the highest unsatisfactory percentage was registration 15.2%; however, used and satisfied responses for registration were 77.9%.

Withdrawing students rated the following items higher than the other leavers, nonreturnees, transfers, or graduates:

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Availability of Instructor	28.0%	54.0%	3.6%	17.4%
Availability of Counselors	25.4%	49.6%	7.0%	18.0%
Racial Harmony	25.5%	50.8%	4.1%	20.6%
Registration Process	36.2%	53.6%	7.7%	2.6%

A Phase III report with 1990-91 results will be prepared in 1992. In 1990-91 the SAL project was partially implemented in five additional VTAE districts: Blackhawk, Moraine Park, Fox Valley, Western, and Indianhead. Manuel Rodriguez, from MATC, has provided technical assistance to these districts and has coordinated the collection and tabulation of all data used in the MATC report. This project has been funded in part by the Carl Perkins Act through the State VTAE Board.

ACKNOWLEDGMENTS

The SAL project was developed and implemented by Manuel Rodriguez of the Milwaukee Area Technical College Research, Planning, and Development staff. The Phase I report was written by Manuel Rodriguez and Dennis Redovich. Dennis Redovich prepared the Phase II report.

The project relied on the assistance of numerous MATC staff from the departments of Student Services and Administrative Computing.

CHAPTER I

INTRODUCTION

A. The Attrition Problem

As long as it is related to graduation or short-term educational goal accomplishment, student attrition is regarded as desirable at any college. But, when students leave the college for reasons other than graduation or goal attainment, student attrition usually become a problem with negative economic, social, and educational implications for both the institution and the students.

Under these circumstances, educational resources are frequently allocated according to some ranking pattern of needs which imposes undesirable constraints upon the amount and variety of educational services that can be offered by the college. Again, MATC students are increasingly becoming parts of the attrition statistics because they may find it very difficult to match satisfactorily their educational or career aspirations with the available educational opportunities.

Unfortunately, this attrition problem is more prevalent in those individuals with the most educational needs such as economically disadvantaged minority students or academically disadvantaged students in preoccupational or developmental programs. For example, Basic Skills and College Parallel programs at MATC had an average attrition rate of 63% over a two-year period, 1986/88 (Department of Research, Planning, and Development, 1988a). Overall, during the same two-year period, minority students showed an average course completion rate of 52%, as opposed to an average course completion rate of 80% exhibited by nonminority students (Department of Research, Planning, and Development, 1988b).

In order to be responsive to growing concerns about student attrition from the community, the college, and the students, MATC is committed to investigate the extent of its attrition problem by means of gathering information about those students who leave the college. Proper attention to these concerns at MATC should be based upon knowledge about the nature of and the relationships among the personal, demographic, institutional, and environmental factors associated with MATC leavers.

B. The Research on the Improvement of Student Retention Project

To assist in the development and implementation of student retention improvement efforts, the Department of Research, Planning, and Development identified, in 1987, student attrition as a research priority area for the next five years and thus initiated the Research on the Improvement of Student Retention (RISR) project. The RISR project is a three-stage, longitudinal research commitment at MATC that focuses on the systematic study of retention/attrition issues related to both those students who persist in their educational endeavor or **persisters** and those students who leave the college for any reason whatsoever or **leavers**.

Started in July, 1988, RISR Stage One consists of the Systematic Assessment of Leavers (SAL) research study. The SAL study is a three-year, three-phase, research activity to develop and implement a monitoring process that, when fully implemented, will facilitate the continued identification, analysis, and reporting on both the nature of and the relationships among personal, demographic, institutional, and environmental factors associated with MATC student leavers. The purpose of this report is to describe Phase II of the SAL study, the second year of activities, and findings of the RISR project.

C. Definitions from the Literature

The National Center for Higher Education Management Systems (NCHEMS) has proposed an Outcome Structure framework within which retention is regarded as any of four kinds of student outcomes, among several other student outcomes: (a) graduation on time; (b) graduation sometime; (c) term, years, or course completion; or (d) personal goal attainment (Lenning, Beal, & Sauer, 1980). This notion of retention, as a type of student outcome, is comprehensive and consistent across all levels of postsecondary education. Based on this notion of retention, the following attrition-related concepts were adapted and expanded from the set of common categories developed by Terenzini (1987).

Persister - A person who is continuously enrolled in an approved program of study--certificate, diploma, associate degree, or developmental--until ontime/sometime completion of requirements for graduation.

Leaver - A program student who, for whatever reason, leaves and does not return under the period of study.

Stopout - A program student who leaves the college for at least one period of study and enrolls later to resume the same program or another program of study.

Nonreturnee - A program student who completes a given term without completing his program and who does not return the following term, as expected, to the college. A nonreturnee may become a stopout if this student returns anytime after one term to complete the same program.

Withdrawal - A program student whose enrollment termination is individually/ institutionally requested before the end of the term under study. Individual withdrawals can be formal or informal.

When formally withdrawing, the student applies voluntarily for enrollment termination in some or all of the registered courses. An individually informal withdrawal means that the student simply walks off from the college without any warning. An informal withdrawal is converted to formal withdrawal by administrative action by the end of the semester.

Institutionally initiated withdrawals--suspensions and dismissals--are administrative actions taken unilaterally by the college to cancel/prevent temporarily or permanently the partial or complete student's course registration.

Transfer - A program student who, after completing the period under study, leaves the college to continue his or her educational goal in another college. The transferring student may or may not have completed the program of study at MATC before leaving.

Attainer - A program student who leaves after completing a noncredit program that may be any combination of courses. An attendance or participation certificate may or may not be awarded upon completion of these kinds of noncredit programs. Students in continuing education, avocational courses, and short-term seminars fall in this category.

Preleaver - A firstly admitted program student who does not complete course registration, as expected, during the term under study.

CHAPTER II

METHODOLOGY

A. Purpose

The Systematic Assessment of Leavers (SAL) is a three-year, three-phase develop-mental research study. The SAL study is primarily purported to investigate and report about:

- The distinctive demographic, personal, and environmental factors as well as the instructional perceptions that characterize MATC leavers.
- The reasons for leaving MATC of nongraduating students from College Parallel, Crossover, Certificate, Diploma, and Associate Degree programs.
- The relationships between characteristic profiles of nongraduating leavers and their reasons for leaving MATC.

The first phase of the SAL study, process development and pilot testing, was carried out at the four MATC campuses from July 1988 to June 1989. A Phase I report was published in March 1990 that summarizes below the findings and conclusions of Phase I of the SAL study.

Phase II, the second year or continuation phase of the SAL study, was implemented from July 1989 to June 1990. Along this second phase, the SAL process that was developed and pilot tested in Phase I was fine-tuned at MATC for implementation purposes. In Phase III, from July 1990 to June 1991, the SAL model was field tested at five other districts of the Wisconsin Vocational, Technical and Adult Education System. The field-testing activities will help to assess the SAL model's potential for adoption at other similar two-year colleges in Wisconsin.

B. The Systematic Assessment of Leavers Model

According to Ewell (1985), in order to facilitate student tracking and follow-up, students should be classified as elements of a cohort-survival model that describes the student progress flow within a postsecondary institution. Consequently, an MATC Student Academic Progress Flow model of the student's persisting or leaving outcomes across time has been proposed (see flow chart in Appendix A).

In this model, depending on one's educational goal, a student is admitted either to a credit course program or to a noncredit course program. Afterwards, the student either goes on pursuing such a goal or leaves. Leavers are further divided into **Graduates**, **Attainers**, **Transfers**, **Stopouts**, **Withdrawals**, and **Nonreturnees**.

Dismissed and suspended students do not appear explicitly in the model because they can be subsumed, in most cases, within the withdrawals category. Also, preleavers do not appear in the model for the sake of simplicity. This chart depicts one yearly cycle of the student's outcomes after initial admission. The arrows indicate the possibility that some leavers--stopouts--will return eventually to attempt the fulfillment of their educational goals.

During Phase I, Bean's (1982) Synthetic Causal Model of Attrition (see Appendix B) was used as a theoretical framework to identify relevant variables from which several survey instruments were developed, pilot tested, and used to gather data concerning MATC leavers' educational experiences, perceptions about MATC support services, and future educational plans.

C. Population

For the purpose of the SAL study, new and transfer students firstly admitted to a credit course program--Crossover, College Parallel, Diploma, or Associate Degree--at MATC during the academic years of 1988/1989, 1989/1990, and 1990/91 will be respectively placed in cohort 89, cohort 90, and cohort 91. Thereafter, every new student will be assigned to a cohort as they are admitted into programs. Every cohort will be systematically followed-up for six consecutive academic years after which the cohort information will be retired from the active file and stored permanently for further analysis purposes.

In general, the population of the SAL study consists of (a) students who took the ASSET placement test during the academic years 1988/89, 1989/90, and 1990/91 and (b) MATC student leavers from three yearly cohorts: cohort 89, cohort 90, and cohort 91.

D. Instrumentation and Data Collection

Based on Bean's synthetic causal model of attrition, some 250 relevant data elements were identified and selected (see Appendix C). An advisory committee of ten members assisted in this variable identification and selection. Members of the advisory committee represented the following MATC areas: admissions; counseling; placement; testing; data processing; instructional deans; general education faculty; Systems for Success; occupational areas faculty; and Research, Planning, and Development.

Survey instruments were then developed and pilot tested with these data elements. In addition, it was decided that other follow-up survey instruments--Leavers Follow-ups--would be constructed and tested at later times as needed. Also, a commercially available instrument already in use at MATC was chosen to gather educational planning data. These instruments are listed in the following table and briefly described below.

INSTRUMENT	INFORMATION TYPE
. General Background	Demographic and academic.
. ASSET Educational Planning	Demographic and educational plans.
. Institutional Assessment - Withdrawing student - Former student - Graduating student - Transferring student	Reasons for leaving and opinions on programs, services, and other institutional aspects.
. Leaver Follow-Up	Demographic, economic, educational plans.

28

29

The General Background instrument is, in fact, a well-defined list of data elements containing student's demographic, personal, educational, and academic information that has been primarily obtained by several means during the enrollment process--admission, orientation, and registration--and stored in the Student Management Information System (SMIS) or MATC mainframe computer student data base. This information can be downloaded from SMIS in the mainframe system to personal computers for data analysis and reporting purposes.

The ASSET Educational Planning form, version 1986, by the American College Testing (see Appendix D) was used to gather background and educational planning information from preleavers and enrolled students who took the accompanying ASSET placement test during orientation sessions.

Separate versions of the Institutional Assessment survey, corresponding to graduating, transferring, withdrawing, and nonreturning students, respectively, were developed to assess leavers' employment information, future educational plans, reasons for leaving, relevance of MATC training and perceptions about institutional services and processes (see Appendix E). These instruments were thoroughly pilot tested and revised for cultural, racial, and sex biases and for readability level at the sixth grade level during the academic year 1988/89.

The questionnaires were distributed to the four categories of leavers in the following manner. In each case, completion of the form was optional for the student.

1. Withdrawing Students - Questionnaire was given to each student by Student Services clerk at the time the student completed a withdrawal form.

2. Nonreturning Students - List of names and addresses of students in the cohorts who were enrolled but did return to MATC between semesters was compiled. Questionnaires were sent to these students' homes.

3. Transfer Students - Questionnaires were given to students at the time they requested a transcript to be sent to another college or university.

4. Graduating Students - Questionnaires were given to students at the time they applied for graduation. Questionnaire was completed and returned voluntarily prior to actual graduation date.

E. Data Analysis

For the purpose of this Phase II report and to guide the discussion and interpretation of results of the Systematic Assessment of Leavers, the following specific research questions were derived:

1. What were the reasons for discontinuing studies at MATC, as perceived by nonreturning and withdrawing students of the cohort 1990?

2. What were the overall perceptions of cohort 1990 leavers regarding institutional and student services?

3. Were they any patterns of differences or similarities among responses of leaver groups of cohort 1990 regarding educational plans, work patterns, and usage of institutional services?

The Phase I report contained discussion of the following additional specific research questions:

1. Were there any differences among demographic and academic performance characteristics of preleavers and enrollees who took the ASSET placement test in 1988-89?

2. What were the characteristics of persisters as compared to leavers of cohort 89?

3. What was the relationship between student characteristics and ASSET scores?

4. What was the relationship between ASSET scores and grade point averages?

Phase I results are contained in the Phase I report which was published in March 1990.

CHAPTER III

RESULTS

A. Reasons for Leaving

The question "What was the most important reason for leaving MATC?" was asked of withdrawing and nonreturning students. The reasons for leaving by withdrawing and nonreturning students in 1989 vary significantly from 1990, particularly for nonreturning students. The reason for the large changes is the large increase of sample size from 38 to 616 for nonreturning students in 1990. The questionnaires were being pilot-tested in 1989 and the sample size for nonreturning students was small.

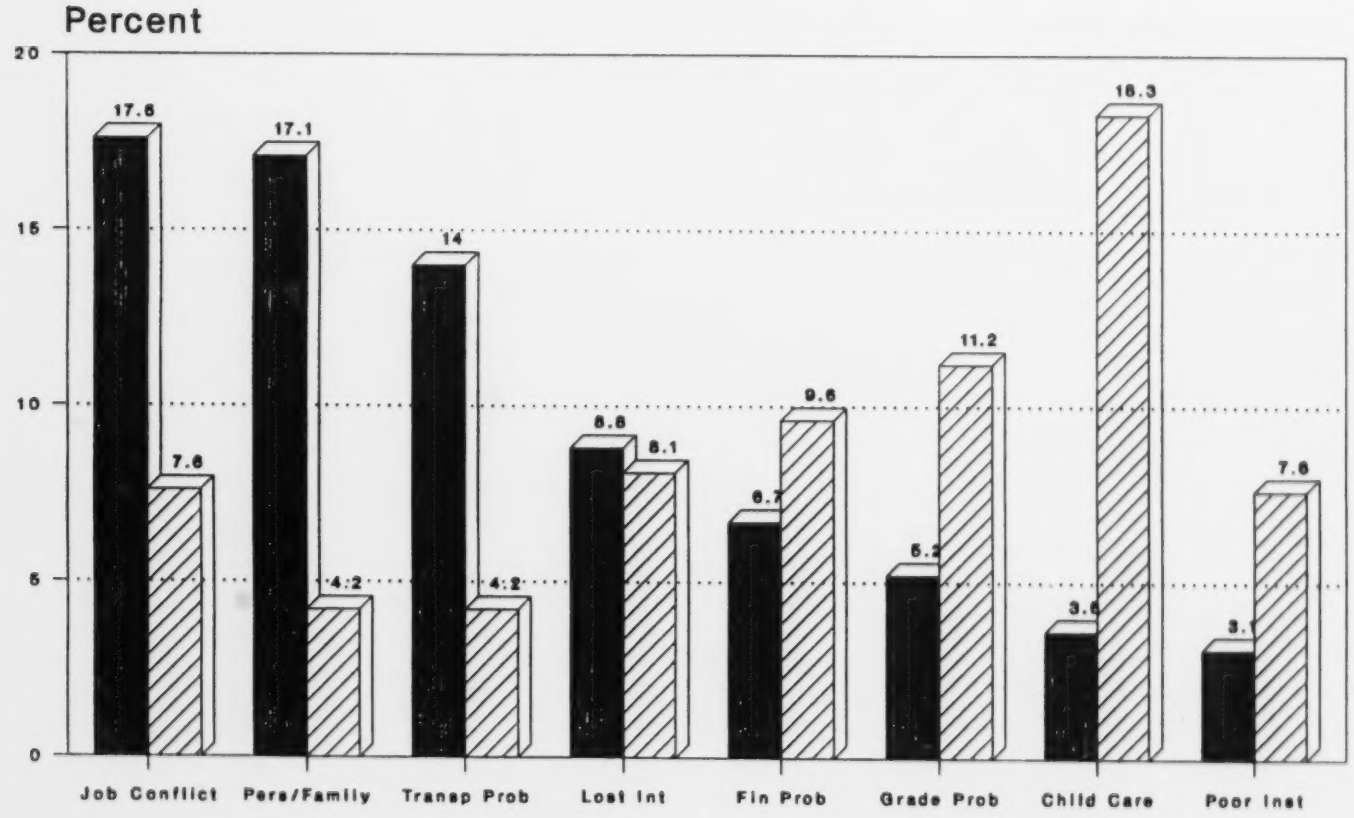
In 1989 Personal/Family Illness was the most important reason (17.3%) for leaving for withdrawing students, while in 1990,, Job Conflict (17.6%) was slightly higher than Personal/Family Illness (17.3%). For nonreturning students, the change was dramatic in that Child Care (18.3%) emerged as the most important reason for leaving while Personal/Family Illness declined from the second most important in 1989 at 18.4% to 4.2% in 1990. It is estimated that for female nonreturning students child care may be the most important reason for leaving for more than 30% of these students. Financial problems at 23.4%, which was the most important reason for nonreturnees in 1989, declined to 9.6% in 1990.

See Graphs I and IA and Table 1:

Graph 1 - Most Important Reason for Leaving, 1989-90
Graph 1A - Most Important Reason for Leaving, 1988-89 and 1989-90
Table 1 - Reasons for Leaving - 1988-89 and 1989-90

GRAPH 1

MOST IMPORTANT REASON FOR LEAVING
1989-90



N = 193 N = 616

GRAPH 1A

MOST IMPORTANT REASON FOR LEAVING
1989-90 & 1988-89

	Job Conflic	Pers/Family	Transp Prob	Lost Int	Fin Prob	Grade Prob	Child Care	Poor Inst
Withdrawing Stud 90	17.6	17.1	14	8.8	6.7	5.2	3.6	3.1
Withdrawing Stud 89	6.2	17.3	3.7	2.5	3.7	13.6	0	0
Nonreturning Stud 90	7.6	4.2	4.2	8.1	9.6	11.2	18.3	7.6
Nonreturning Stud 89	15.8	18.4	0	2.8	23.7	0	7.9	5.3

38

39

TABLE 1

REASONS FOR LEAVING - 1988-89 and 1989-90

	1988-89						1989-90					
	Withdrawing Students			Nonreturning Students			Withdrawing Students			Nonreturning Students		
Reason for Leaving	n	%	Rank	n	%	Rank	n	%	Rank	n	%	Rank
Personal/Family Illness	14	17.9%	1	7	18.4%	2	4	2.1%	10	16	2.6%	13
Educational Plan Change	11	14.1%	2	1	2.6%	9	13	6.7%	5	31	5.0%	7
Grade Problems	11	14.1%	2	0	0.0%	14	10	5.2%	7	69	11.2%	3
Other Personal/Family	10	12.8%	4	2	5.3%	5	33	17.1%	2	26	4.2%	9
Found Training-Related Job	6	7.7%	5	1	2.6%	9	2	1.0%	14	8	1.3%	14
Job Conflict	5	6.4%	6	6	15.8%	3	34	17.6%	1	47	7.6%	6
Found Training-Unrelated Job	4	5.1%	7	0	0.0%	14	6	3.1%	8	4	0.6%	16
Moving	4	5.1%	8	2	5.3%	5	10	5.2%	7	24	3.9%	12
Financial Problems	3	3.8%	9	9	23.7%	1	13	6.7%	5	59	9.6%	4
Transportation Problems	3	3.8%	9	0	0.0%	14	27	14.0%	3	26	4.2%	9
Inconvenient Schedule							4	2.1%	10	25	4.1%	11
Other Reason	3	3.8%	9	1	2.6%	9						
Needs Unrelated Courses	2	2.6%	13	1	2.6%	9	4	2.1%	10	8	1.3%	14
Lost Interest	2	2.6%	14	1	2.6%	9	17	8.8%	4	50	8.1%	5
Child Care Problem	0	0.0%	15	3	7.9%	4	7	3.6%	8	113	18.3%	1
Transfer Plans	0	0.0%	16	2	5.3%	5	3	1.6%	13	31	5.0%	7
Poor Quality Instruction	0	0.0%	17	2	5.3%	5	6	3.1%	9	79	12.8%	2
Total	78	100.0%		38	100.0%		193	100.0%		616	100.0%	

B. Employment and Future Educational Plans

Other significant results obtained in 1990 pertained to withdrawing and nonreturning student jobouts. A majority of nonreturning (75.2%) and withdrawing (66.1%) students who responded to a question regarding working hours per week indicated they were working 31+ hours of full time. In addition, more than 60% of withdrawing and nonreturning indicated that the training they received at MATC was relevant to their present employment. About 36% of withdrawing students and 55% of nonreturning students indicated that their training at MATC was directly related to their present employment. Training that is relevant indicates that knowledge and skills learned at MATC are transferred to the job even though they may not be directly related to a specific job.

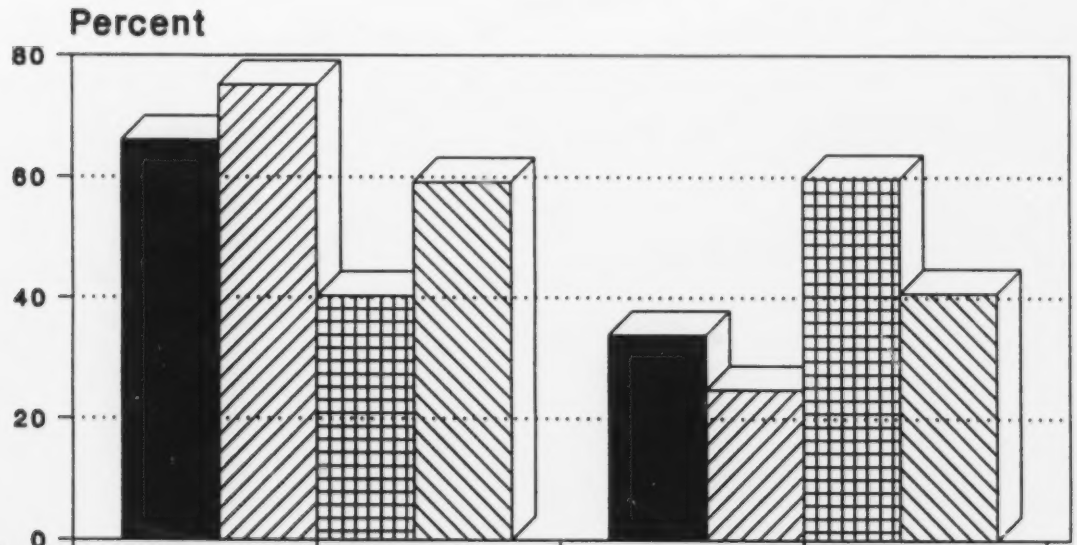
A majority of withdrawing students (54.7%) indicated they planned to reenroll at MATC, most of them 39.3% in the next semester.

See Graphs 2 though 9:

Graph 2 Working Hours Per Week by Leavers (Full-Time, Part-Time)
Graph 3 Working Hours Per Week by Leavers
Graph 4 Relevance of Training to Employment
Graph 5 Training Related to Leavers Job
Graph 6 Future Employment Plans
Graph 7 Future Educational Plans
Graph 8 Highest Level of Education Planned
Graph 9 Most Important Reason for Transfer

GRAPH 2

WORKING HOURS PER WEEK BY LEAVERS
1989-90



Hours per Week	Full Time	Part Time
Withdrawing Student	66.1	33.9
Nonreturning Student	75.2	24.8
Graduates	40.3	59.7
Transfer	59.2	40.8

Withdrawing Student
N = 121

Nonreturning Student
N = 624

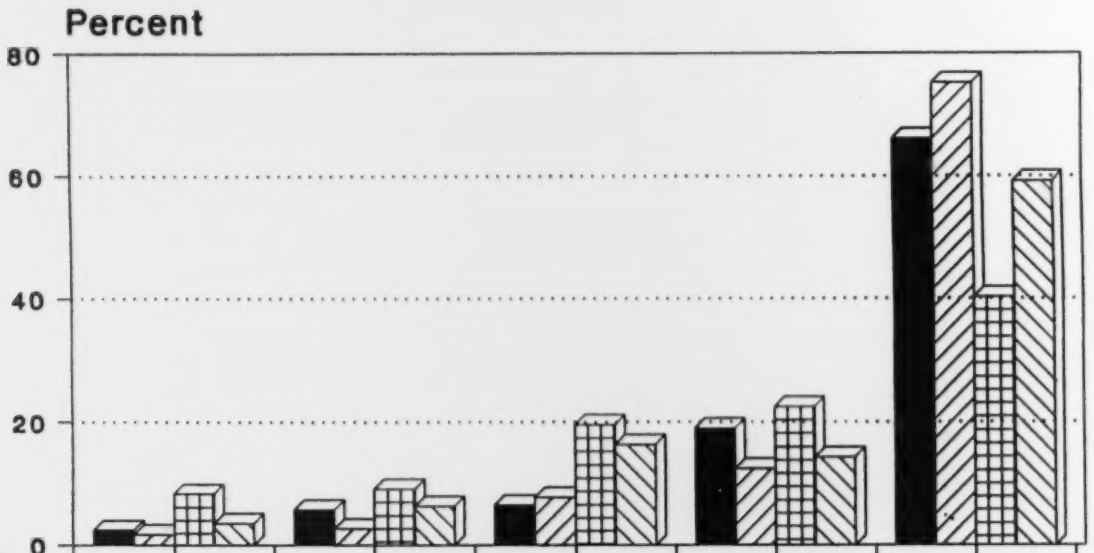
Graduates
N = 404

Transfer
N = 250

Full Time = 31 hours or more.

GRAPH 3

WORKING HOURS PER WEEK BY LEAVERS 1989-90



Hours per Week	1-10	11-15	16-20	21-30	31 & Up
Withdrawing Student	2.5	5.8	6.6	19	66.1
Nonreturning Student	1.8	2.7	7.9	12.5	75.2
Graduates	8.4	9.2	19.6	22.5	40.3
Transfer	3.6	6.4	16.4	14.4	59.2

Withdrawing Student
N = 121

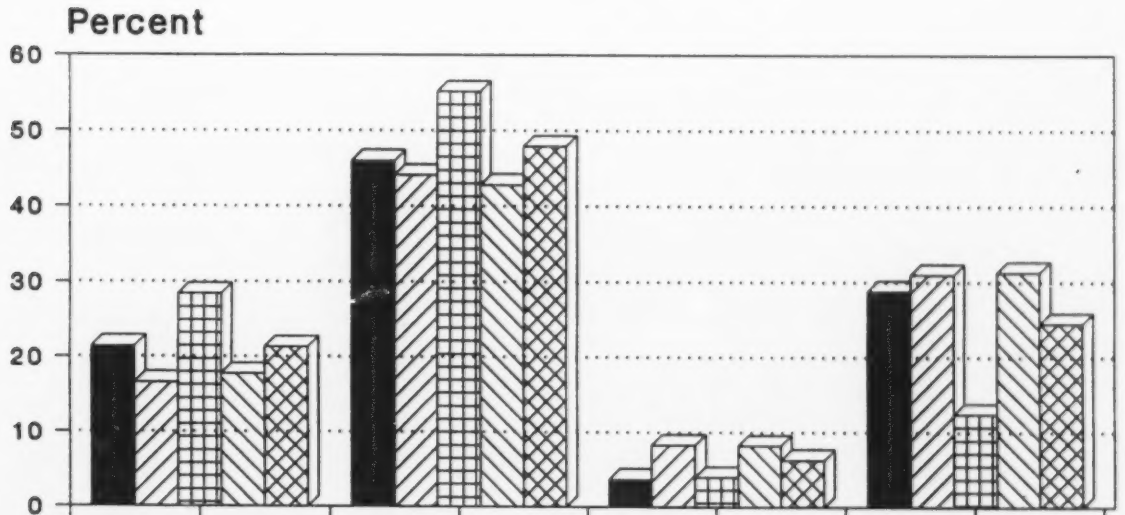
Nonreturning Student
N = 624

Graduates
N = 404

Transfer
N = 250

GRAPH 4

RELEVANCE OF TRAINING TO EMPLOYMENT 1989-90



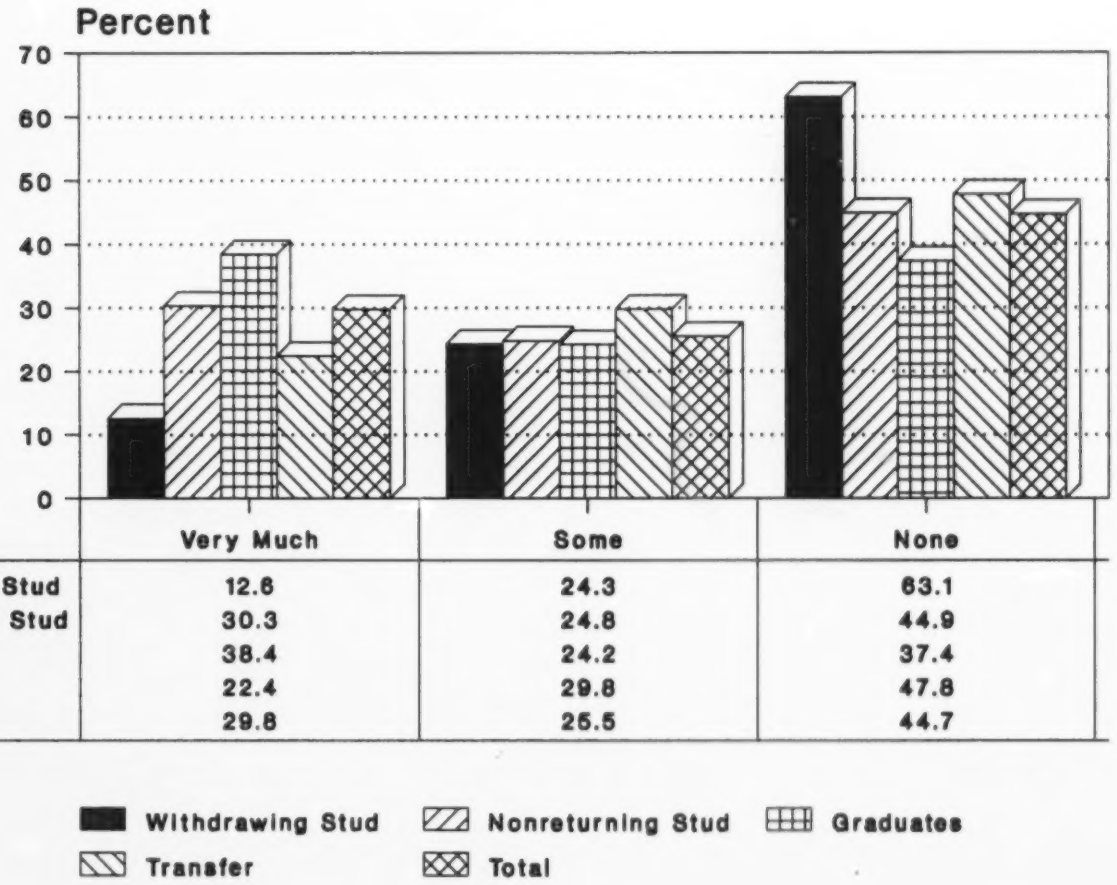
	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	21.4	46	3.7	28.8
Nonreturning Stud	16.6	44.1	8.3	31
Graduates	28.4	55.2	4	12.4
Transfer	17.7	42.8	8.2	31.3
Total	21.3	47.9	6.3	24.5

48 N-2098

49

GRAPH 5

TRAINING RELATED TO LEAVERS JOB
1989-90



	Very Much	Some	None
Withdrawing Stud	12.6	24.3	63.1
Nonreturning Stud	30.3	24.8	44.9
Graduates*	38.4	24.2	37.4
Transfer	22.4	29.8	47.8
Total	29.8	25.5	44.7

N=1373

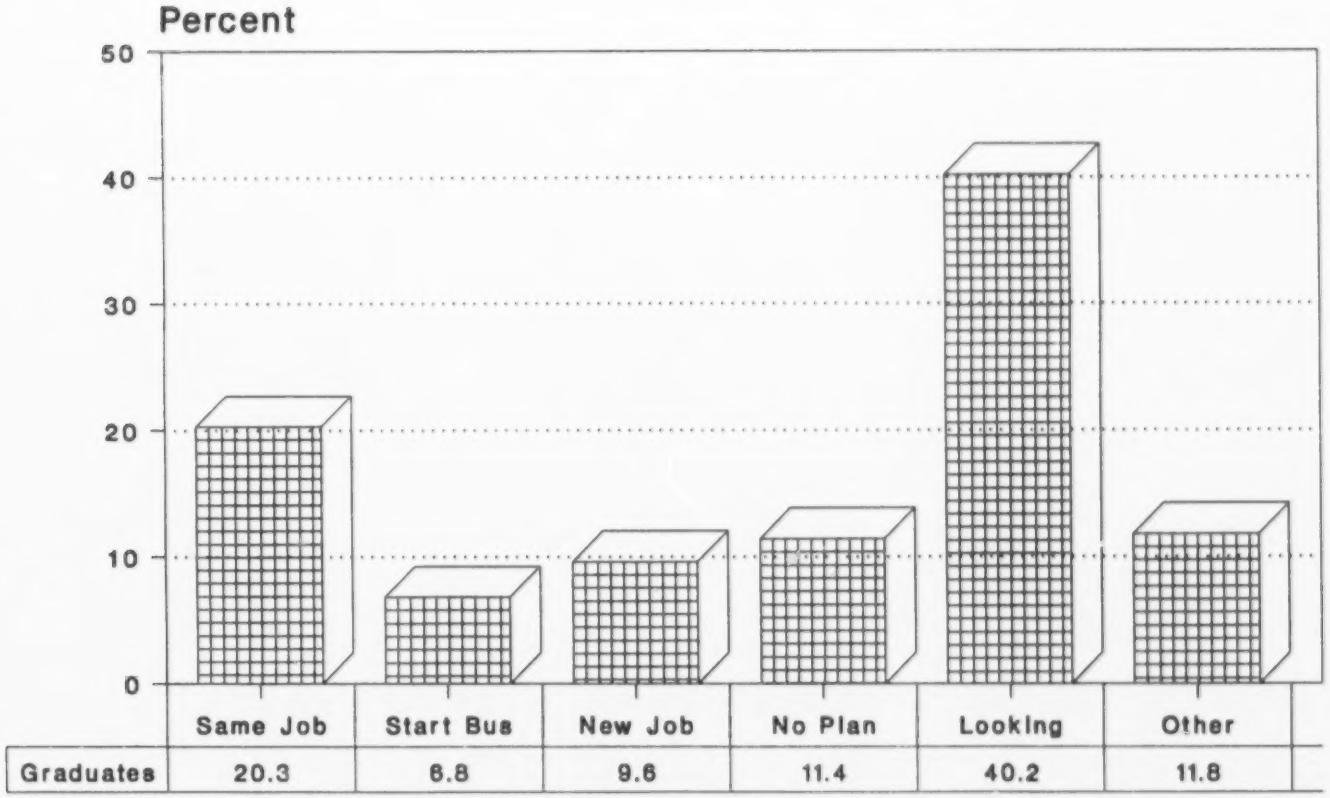
*Graduates were surveyed near end of semester in which they graduated. All graduates are surveyed later, six months after graduation.

50

51

GRAPH 6

FUTURE EMPLOYMENT PLANS
1989-90

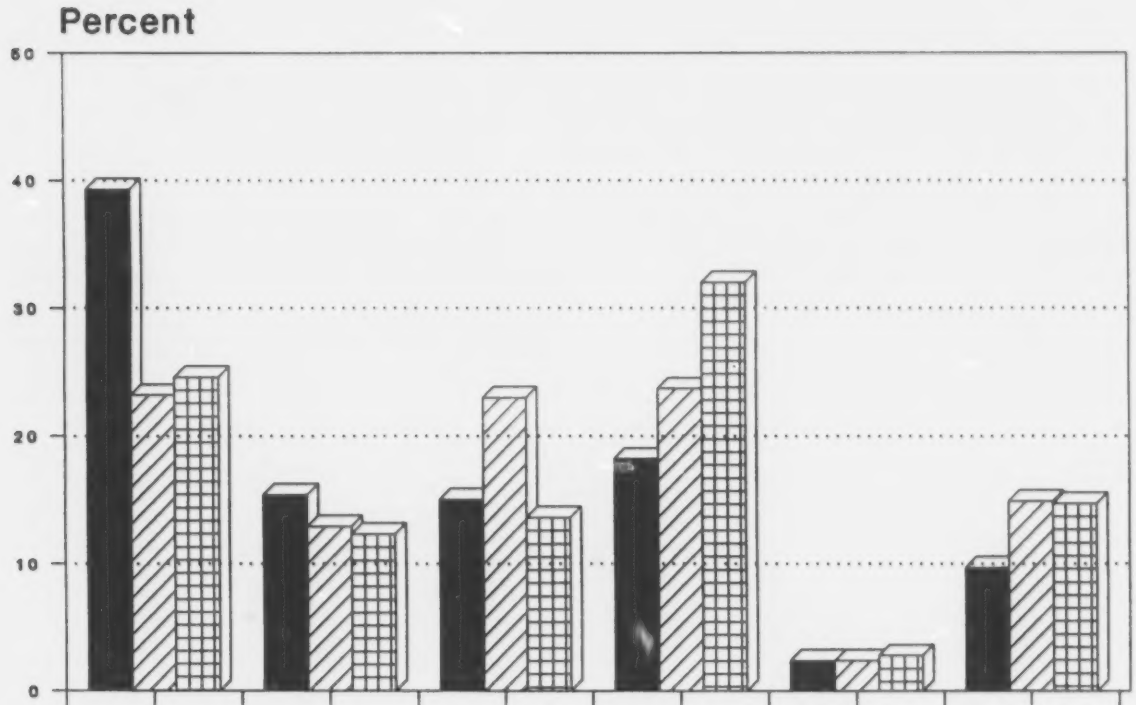


N = 774

Questionnaire completed prior to graduation.

GRAPH 7

FUTURE EDUCATIONAL PLANS
1989-90

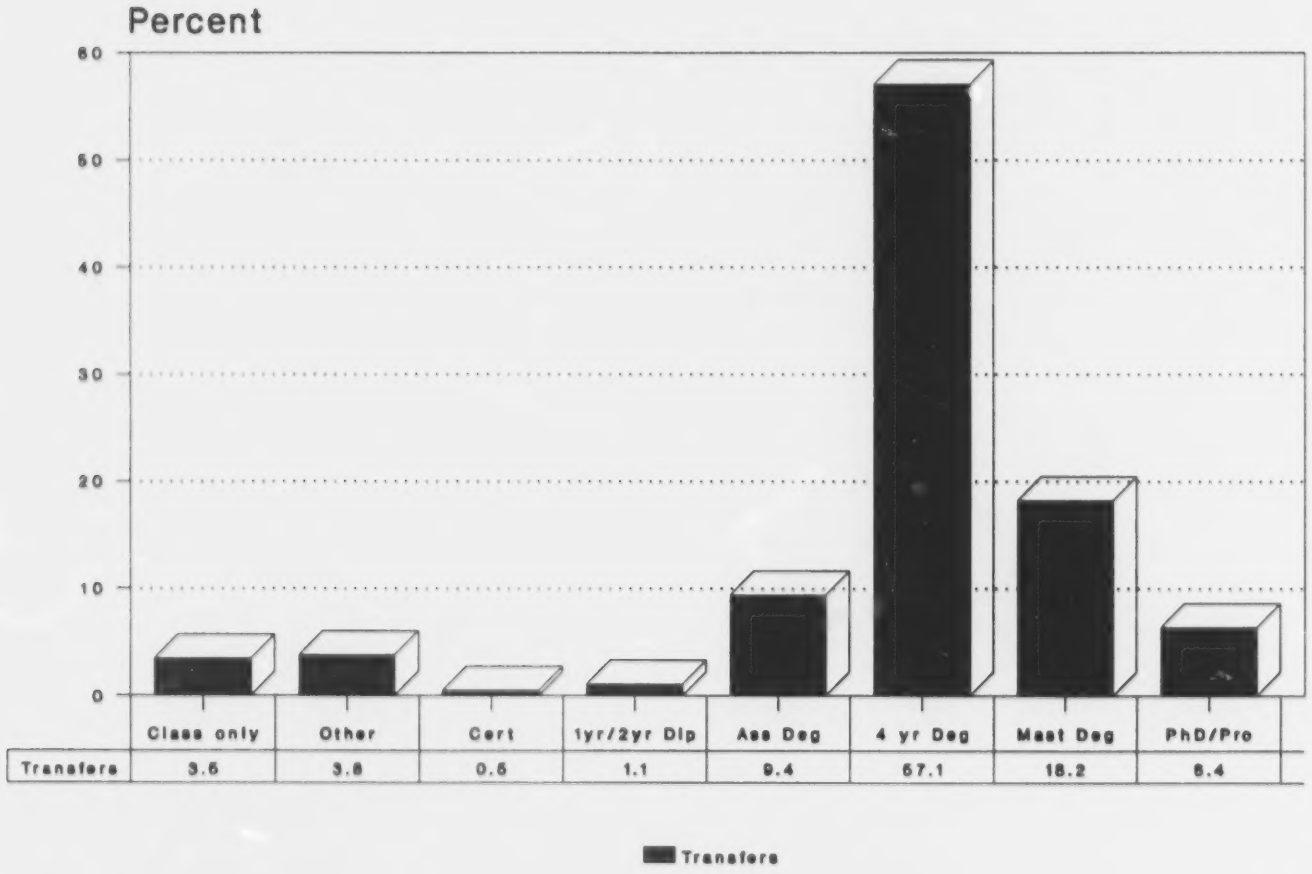


	MATC Next Sem	MATC In Future	Another Col	Stop Sch Temp	Quit Sch Forev	Other
Withdrawing Student	39.3	15.4	15	18.2	2.4	9.7
Nonreturning Student	23.2	12.9	23	23.7	2.4	14.9
Graduates	24.6	12.3	13.6	32	2.8	14.7

Withdrawing Student N = 247 | Nonreturning Student N = 621 | Graduates N = 774

GRAPH 8

HIGHEST LEVEL OF EDUCATION PLANNED 1989-90

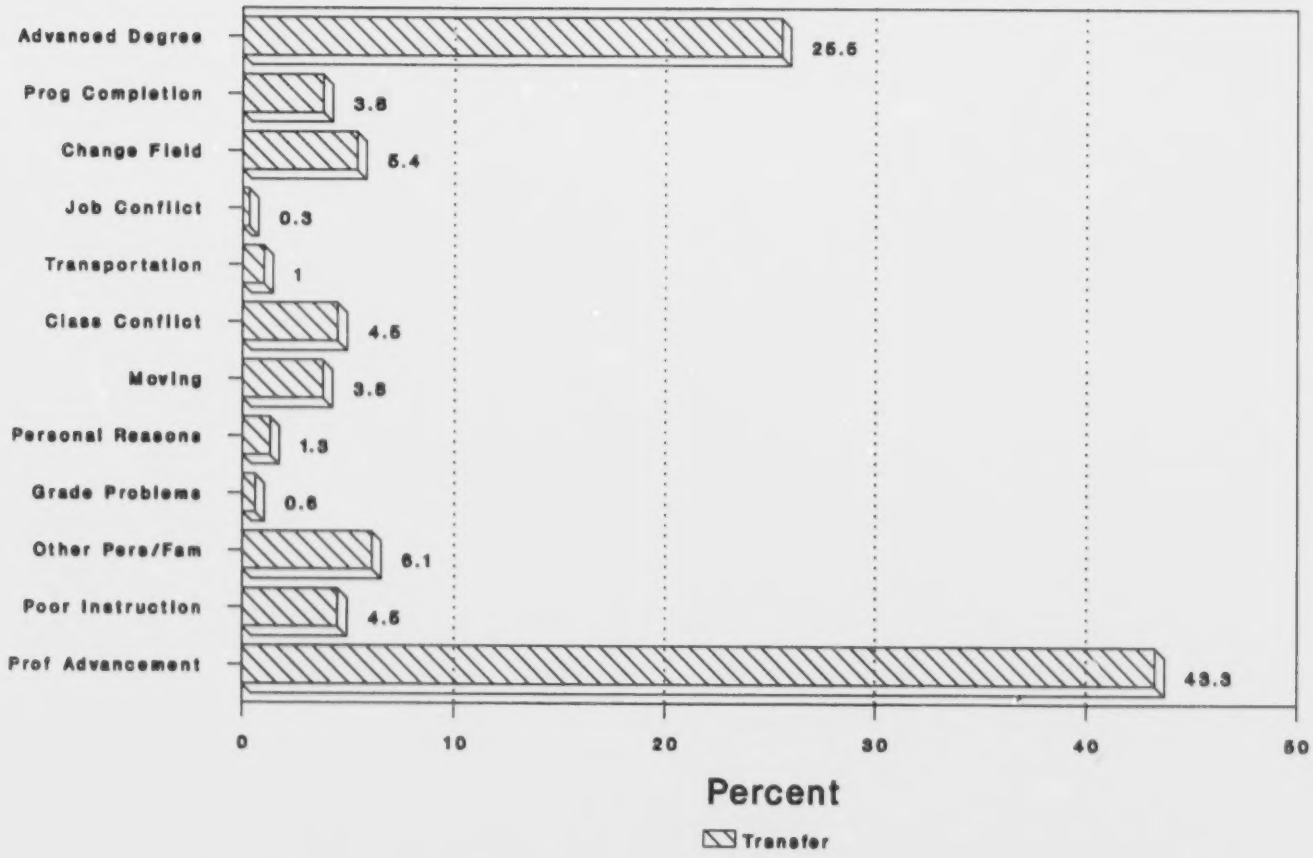


56 N=373

57

GRAPH 9

MOST IMPORTANT REASON FOR TRANSFER
1989-90



N=314

C. Student Opinion of MATC

In regard to the leaver students' opinions of the quality and importance of MATC education, the results in 1990 are similar to those in 1989. The results of all student opinion studies conducted by the MATC Research, Planning, and Development Department since 1972 are very positive. In 1989-90 the following are the percentages of very satisfied, satisfied, dissatisfied, and did not know for a few of the more important items on the questionnaire by all leavers (N = 2,145 to 2,096):

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Overall quality of Instruction	25.7%	63.7%	7.0%	3.6%
Instructors' Attitudes	33.0%	54.8%	9.2%	3.0%
Instructor Grading Practices	22.5%	66.9%	8.3%	3.3%
Availability of Instructor	19.2%	53.1%	11.2%	16.5%
Noninstructional Staffs' Attitudes	15.5%	54.5%	9.3%	20.7%
Overall MATC Climate	22.9%	65.8%	6.5%	4.9%
Racial Harmony Climate	15.2%	53.6%	9.1%	22.1%
Lab/Shop Facilities	23.1%	46.4%	5.1%	25.3%
Financial Aid Availability	16.5%	33.5%	13.2%	36.8%

Of 58 services or areas evaluated by leavers, there were no items that had more than 15% of students rating the item as unsatisfactory. There were only 14 items that received a rating of unsatisfactory by more that 10% and 44 that were rated unsatisfactory by less than 10%.

The item with the highest unsatisfactory percentage was registration 15.2%; however, used and satisfied responses for registration were 77.9%.

Withdrawing students rated the following items higher than the other leavers:

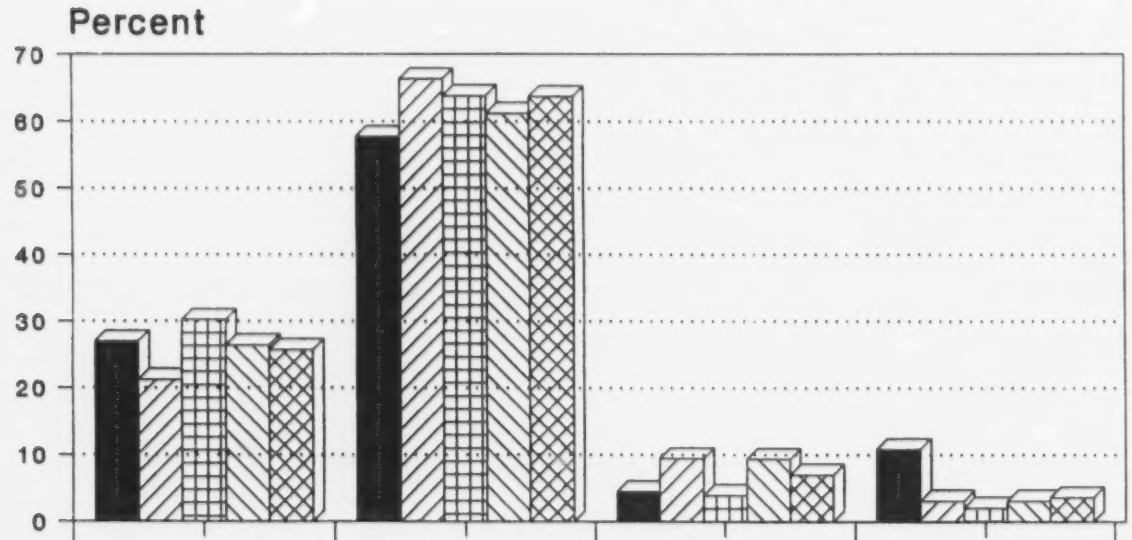
	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Availability of Instructor	28.0%	54.0%	3.6%	17.4%
Availability of Counselors	25.4%	49.6%	7.0%	18.0%
Racial Harmony	25.5%	50.8%	4.1%	20.6%
Registration Process	36.2%	53.6%	7.7%	2.6%

All four categories of leavers were asked to indicate their opinion (very satisfied, satisfied, dissatisfied, or do not know) on various aspects of MATC. These opinions are shown graphically in Graphs 10 through 35:

Graph 10 Overall Quality of Instruction
Graph 11 Instructors' Attitudes
Graph 12 Instructor Grading Practices
Graph 13 Availability of Instructor
Graph 14 Noninstructional Staffs' Attitudes
Graph 15 Availability of Counselors
Graph 16 Overall MATC Climate
Graph 17 Racial Harmony Climate
Graph 18 Laboratory/Shop Facilities
Graph 19 Financial Aid Availability
Graph 20 Academic Probation/Suspension Policies
Graph 21 Classroom Facilities
Graph 22 Admission Requirements
Graph 23 Registration Process
Graph 24 Major Curriculum Content
Graph 25 Major Class Size
Graph 26 Course Selection Flexibility
Graph 27 Student Conduct Code
Graph 28 Student Involvement in Policy Making
Graph 29 Academic Calendar
Graph 30 Athletic Facilities
Graph 31 Fee Payment and Billing
Graph 32 Personal Study Areas
Graph 33 Catalog/Publications Accuracy
Graph 34 Students' Participation in Sports
Graph 35 Students' Participation in Cultural Act.

GRAPH 10

OVERALL QUALITY OF INSTRUCTION
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	27	57.7	4.5	10.8
Nonreturning Stud	21.2	66.3	9.4	3.1
Graduates	30.2	63.8	3.9	2.1
Transfer	26.4	61.2	9.3	3.1
Total	25.7	63.7	7	3.6

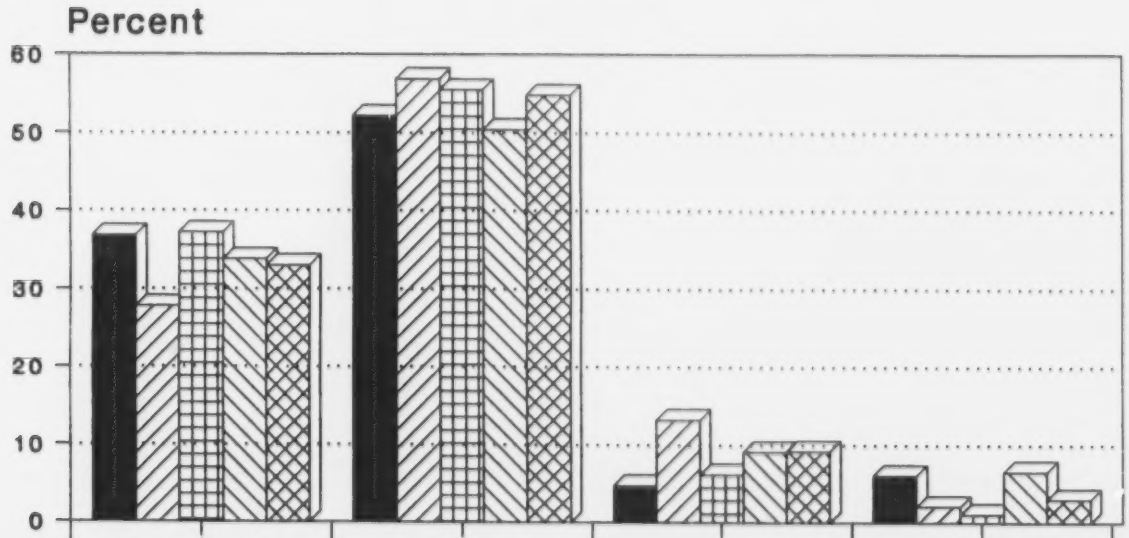
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

64 N=2129

65

GRAPH 11

INSTRUCTORS ATTITUDES
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	36.8	52.2	4.8	6.1
Nonreturning Stud	27.8	56.9	13.2	2.1
Graduates	37.2	55.5	6.2	1.1
Transfer	33.8	50.4	9.1	6.6
Total	33	54.8	9.2	3

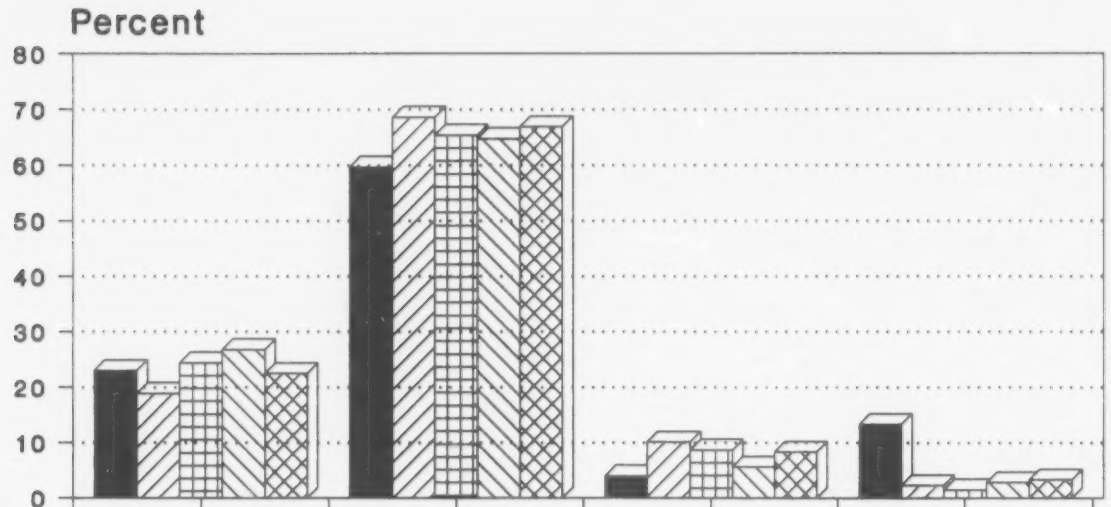
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2131

Nonreturning only students above 10% dissatisfied.

GRAPH 12

INSTRUCTOR GRADING PRACTICES
1989-90



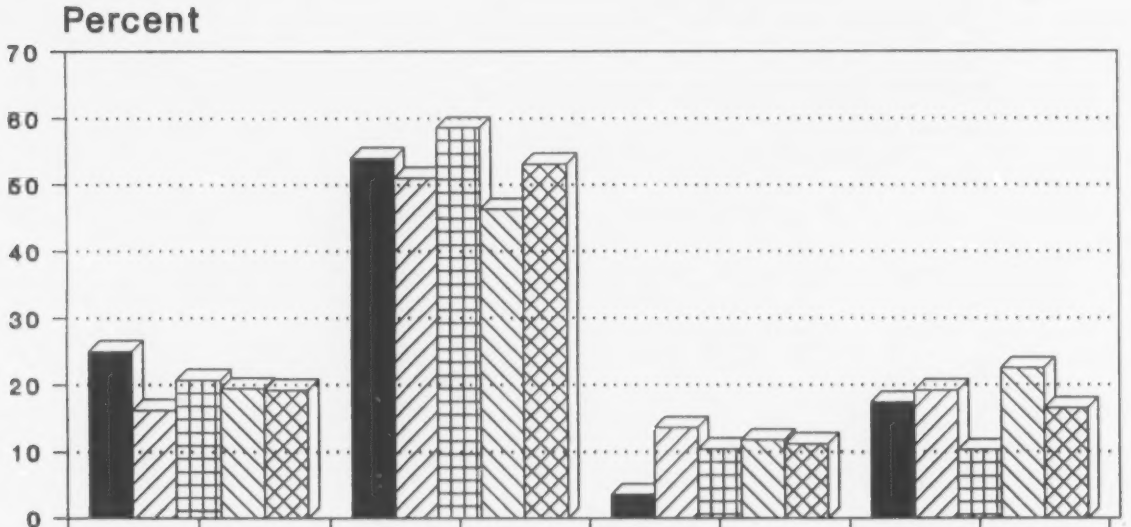
	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	23	59.7	4	13.3
Nonreturning Stud	18.9	68.6	10.1	2.3
Graduates	24.4	65.4	8.7	1.5
Transfer	26.8	64.8	5.6	2.8
Total	22.5	66.9	8.3	3.3

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2145

GRAPH 13

AVAILABILITY OF INSTRUCTOR
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	25	54	3.6	17.4
Nonreturning Stud	18.2	51	13.6	19.2
Graduates	20.7	58.6	10.4	10.3
Transfer	19.4	46.3	11.8	22.5
Total	19.2	53.1	11.2	16.5

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2124

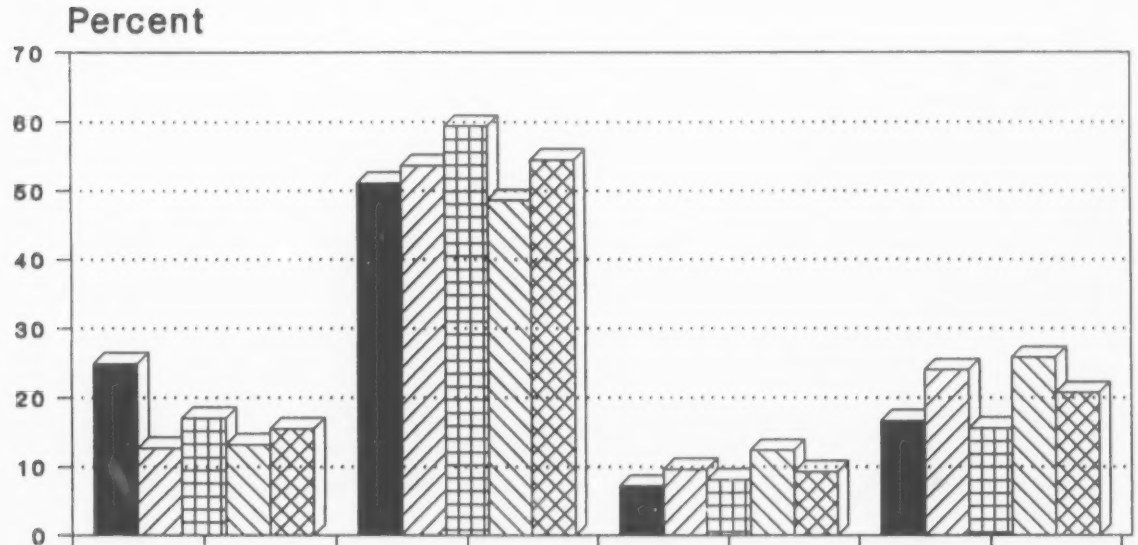
Withdrawing students rated highest.

71

70

GRAPH 14

NONINSTRUCTIONAL STAFF'S ATTITUDES 1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	24.9	51.1	7.2	16.7
Nonreturning Stud	12.7	53.7	9.6	24
Graduates	17	59.4	8.1	15.6
Transfer	13.2	48.6	12.4	25.8
Total	15.5	54.5	9.3	20.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

72

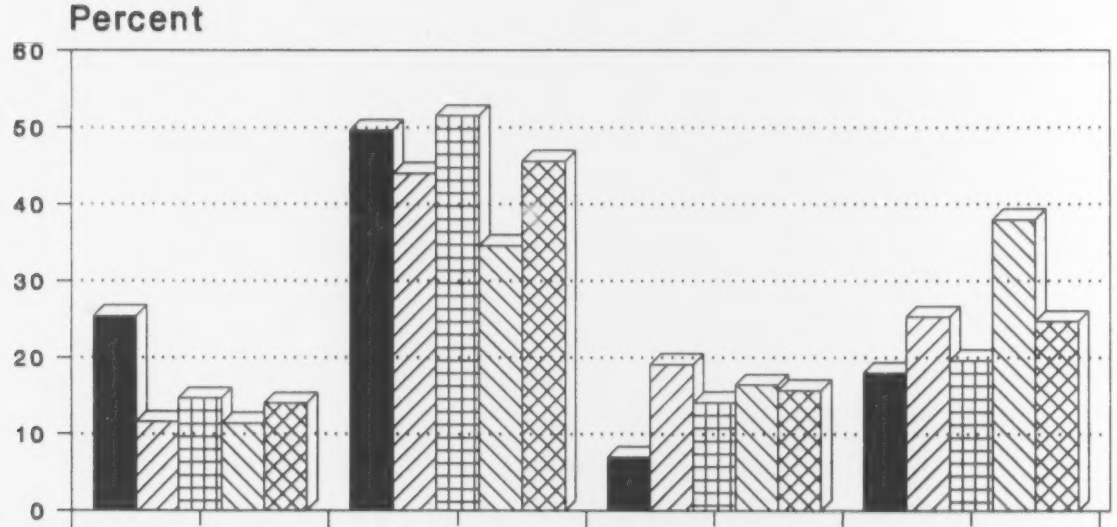
73

N=2116

Transfer only students over 10% dissatisfied.

GRAPH 15

AVAILABILITY OF COUNSELORS
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	25.4	49.6	7	18
Nonreturning Stud	11.6	44	19.1	25.3
Graduates	14.7	51.5	14.1	19.6
Transfer	11.4	34.6	16.4	38
Total	14	45.6	15.7	24.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

75

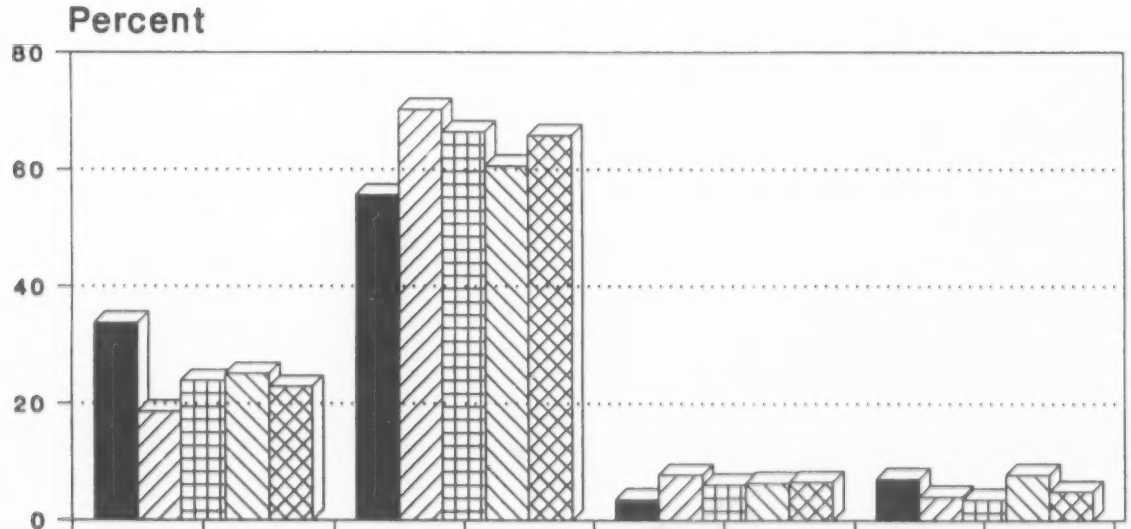
N=2119

Withdrawing students rated highest.

74

GRAPH 16

OVERALL MATC CLIMATE
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	33.8	55.6	3.6	7.1
Nonreturning Stud	18.6	70.2	7.7	4.1
Graduates	23.9	66.4	6.1	3.6
Transfer	25.1	60.6	6.4	7.8
Total	22.9	65.8	6.5	4.9

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

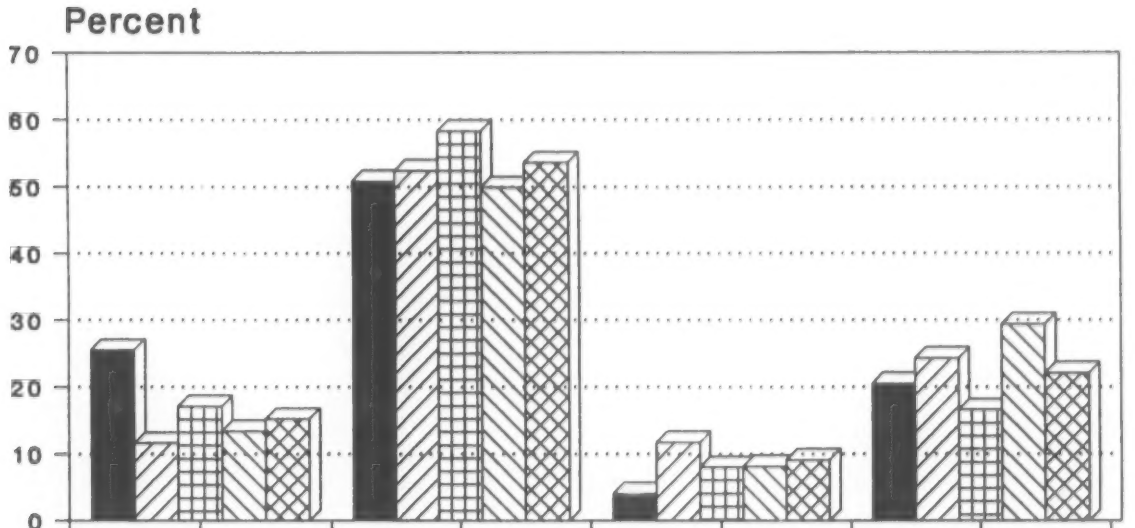
76

77

N=2130

GRAPH 17

RACIAL HARMONY CLIMATE
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	25.5	50.8	4.1	20.5
Nonreturning Stud	11.6	52.4	11.7	24.3
Graduates	17.1	58.3	8	16.6
Transfer	13.4	49.9	8.1	29.4
Total	15.2	53.6	9.1	22.1

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2120

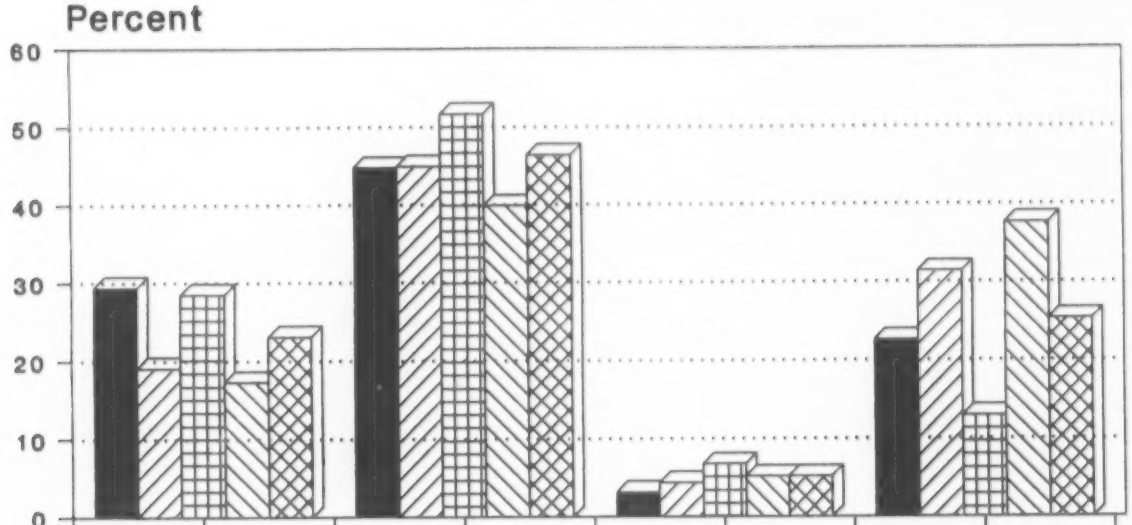
Withdrawing students rated highest.

78

79

GRAPH 18

LABORATORY/SHOP FACILITIES
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	29.4	44.8	3.2	22.6
Nonreturning Stud	19.1	45	4.4	31.4
Graduates	28.5	51.7	6.8	13
Transfer	17.3	39.9	5.18	37.7
Total	23.1	46.4	5.2	25.3

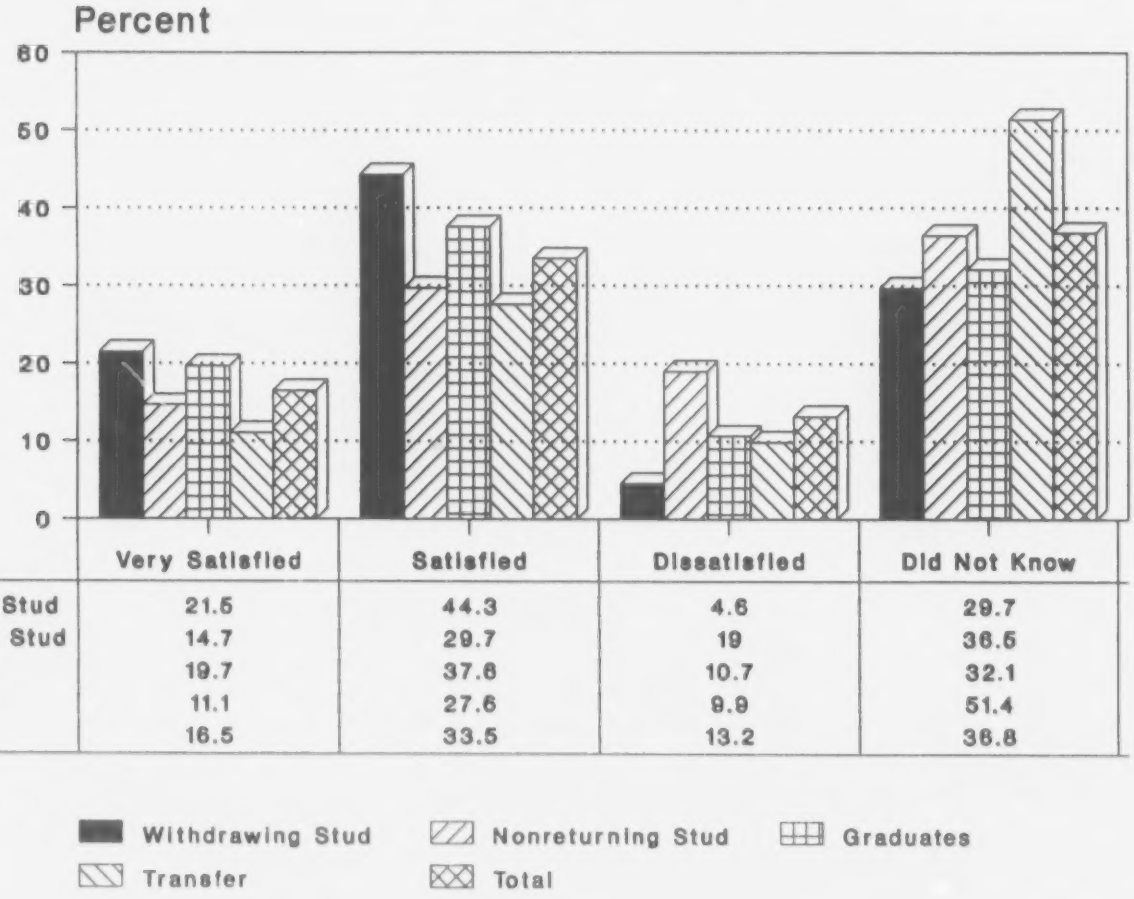
80

81

N=2105

GRAPH 19

FINANCIAL AID AVAILABILITY
1989-90



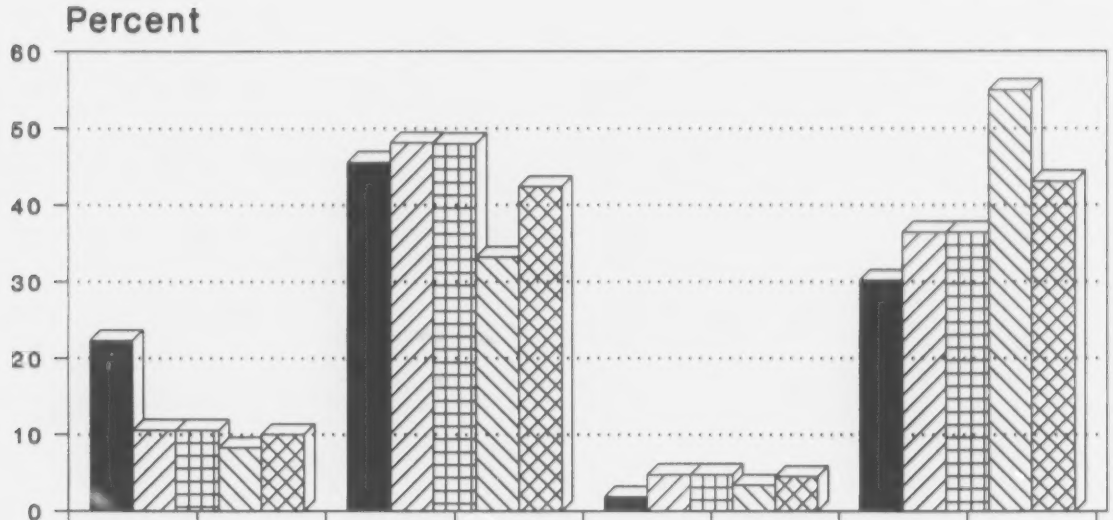
	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	21.5	44.3	4.6	29.7
Nonreturning Stud	14.7	29.7	19	36.5
Graduates	19.7	37.8	10.7	32.1
Transfer	11.1	27.6	9.9	51.4
Total	16.5	33.5	13.2	36.8

N=2096

Nonreturning students highest dissatisfied rating.

GRAPH 20

ACADEMIC PROBATION/SUSPENSION POLICIES
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	22.3	45.6	1.9	30.2
Nonreturning Stud	10.6	48.1	4.8	36.5
Graduates	10.6	48	4.8	36.5
Transfer	8.3	33.2	3.4	55
Total	10	42.4	4.5	43.1

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

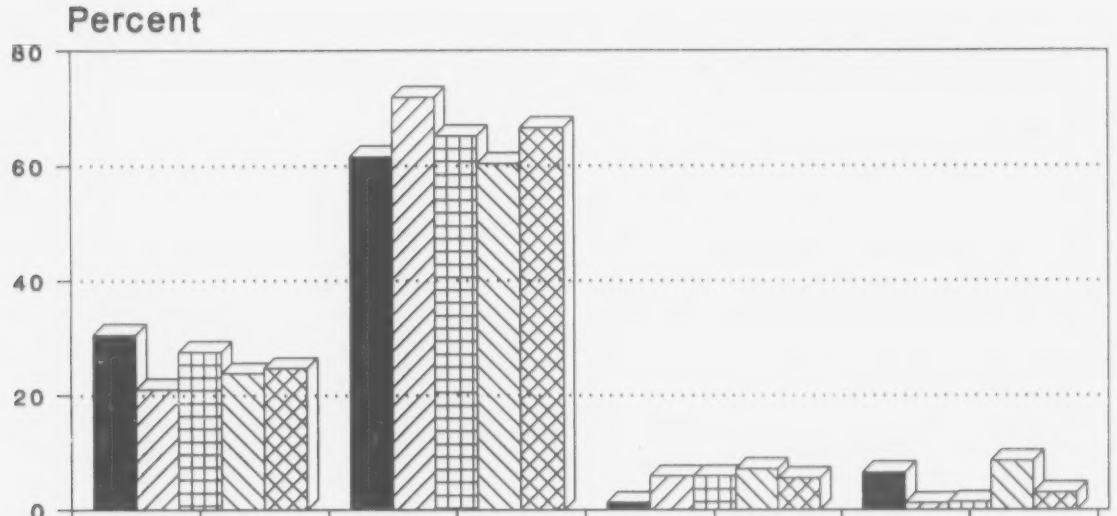
84

85

N=2078

GRAPH 21

CLASSROOM FACILITIES
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	30.6	61.6	1.3	6.6
Nonreturning Stud	21	71.9	5.9	1.2
Graduates	27.6	65.2	5.9	1.4
Transfer	23.8	60.4	7.2	8.6
Total	24.7	66.6	5.6	3.1

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

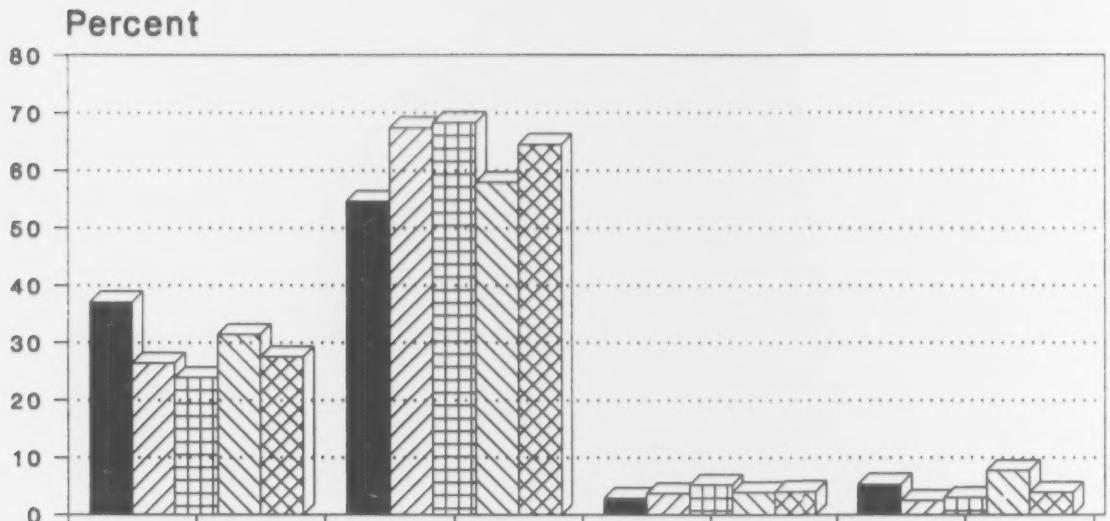
N=2151

87

86

GRAPH 22

ADMISSION REQUIREMENTS
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	37.1	54.6	2.9	5.4
Nonreturning Stud	26.4	67.4	3.7	2.5
Graduates	23.9	68.3	5.2	3
Transfer	31.4	57.9	3.9	7.7
Total	27.5	64.5	4.1	3.9

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

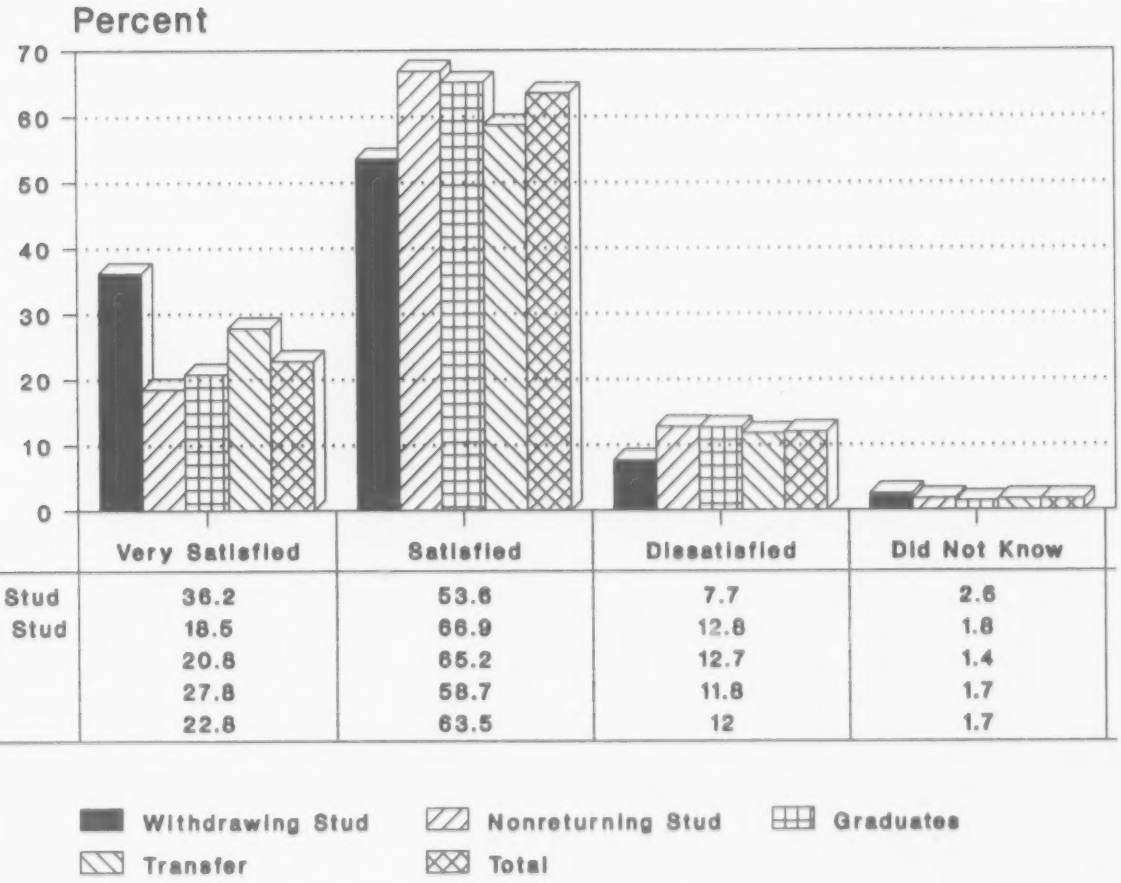
88

89

N=2204

GRAPH 23

REGISTRATION PROCESS
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	36.2	53.6	7.7	2.6
Nonreturning Stud	18.5	66.9	12.8	1.8
Graduates	20.8	65.2	12.7	1.4
Transfer	27.8	58.7	11.8	1.7
Total	22.8	63.5	12	1.7

N=2169

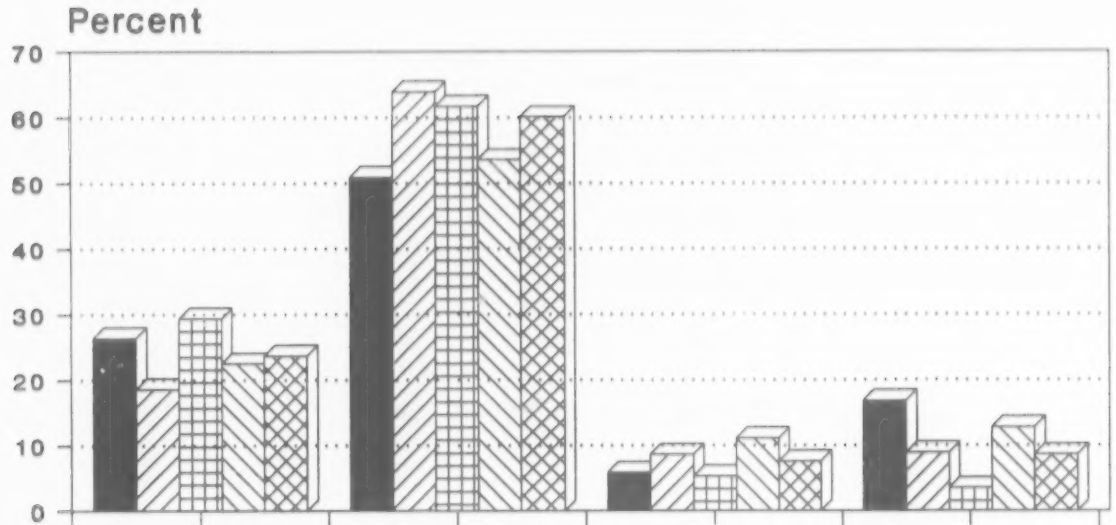
Withdrawing students highest ratings.

90

91

GRAPH 24

MAJOR CURRICULM CONTENT
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	26.4	50.9	5.9	16.8
Nonreturning Stud	18.6	63.9	8.6	8.9
Graduates	29.4	61.7	5.3	3.5
Transfer	22.5	53.6	11.1	12.8
Total	23.7	60.1	7.6	8.6

92

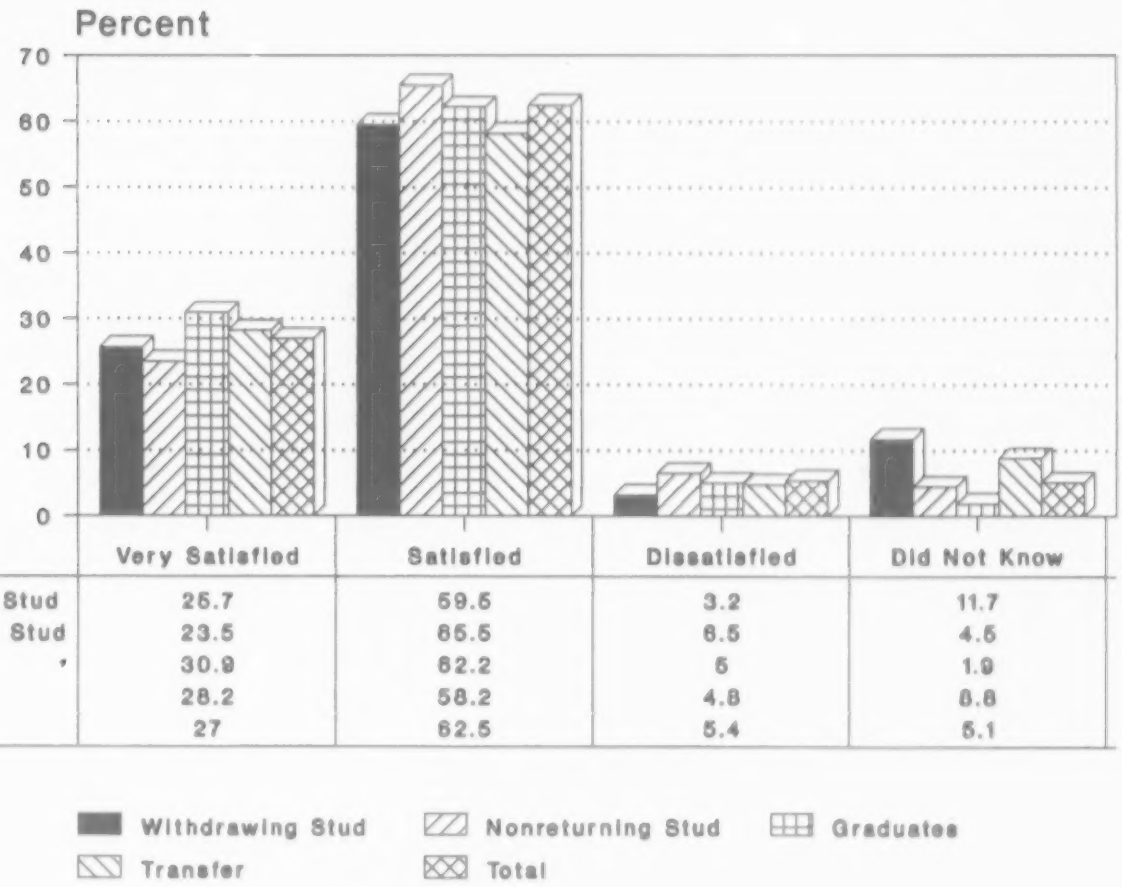
Withdrawing Stud | Nonreturning Stud | Graduates | Transfer | Total

93

N=2099

GRAPH 25

MAJOR CLASS SIZE
1989-90

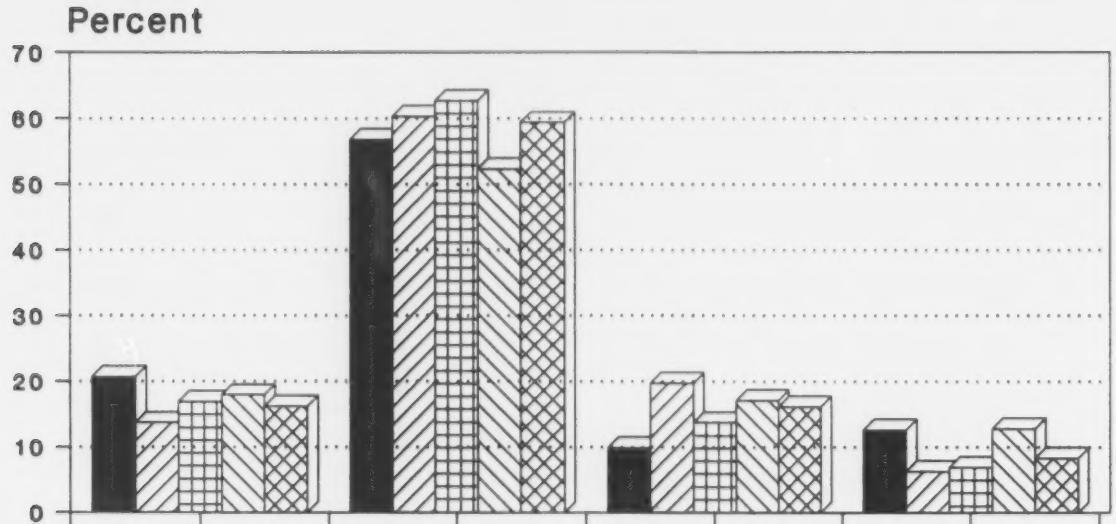


	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	25.7	59.5	3.2	11.7
Nonreturning Stud	23.5	65.5	6.5	4.5
Graduates	30.9	62.2	5	1.9
Transfer	28.2	58.2	4.8	8.8
Total	27	62.5	5.4	5.1

N=2127

GRAPH 26

COURSE SELECTION FLEXIBILITY
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	20.7	56.8	9.9	12.6
Nonreturning Stud	13.7	60.3	19.7	6.3
Graduates	16.9	62.7	13.7	6.9
Transfer	17.9	52.3	17.1	12.8
Total	16.2	59.4	16.1	8.3

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

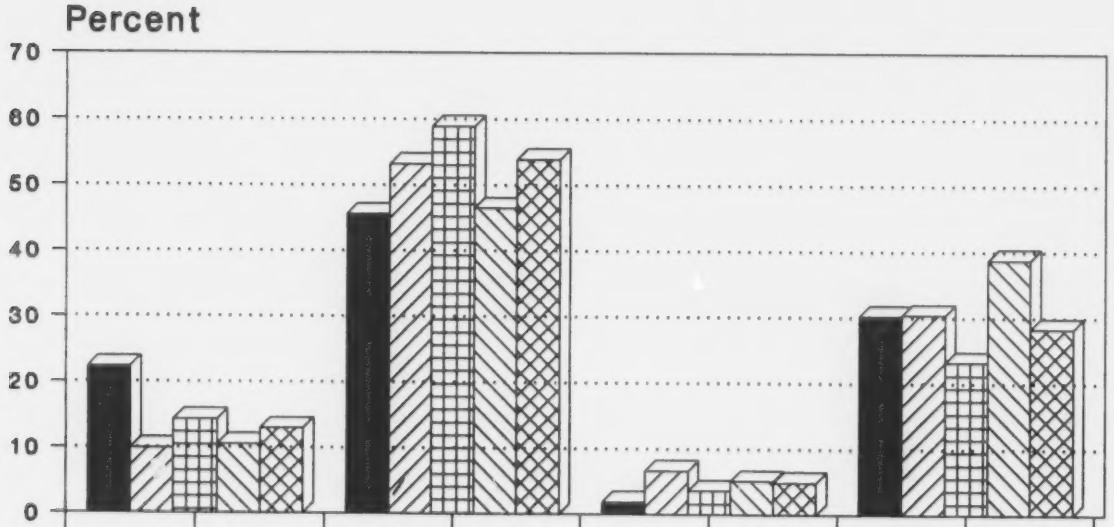
96

97

N=2108

GRAPH 27

STUDENT CONDUCT CODE
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	22.3	45.6	1.9	30.2
Nonreturning Stud	9.9	53.2	6.6	30.4
Graduates	14.3	58.9	3.6	23.2
Transfer	10.5	46.5	5.1	38.8
Total	12.9	53.9	4.9	28.3

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

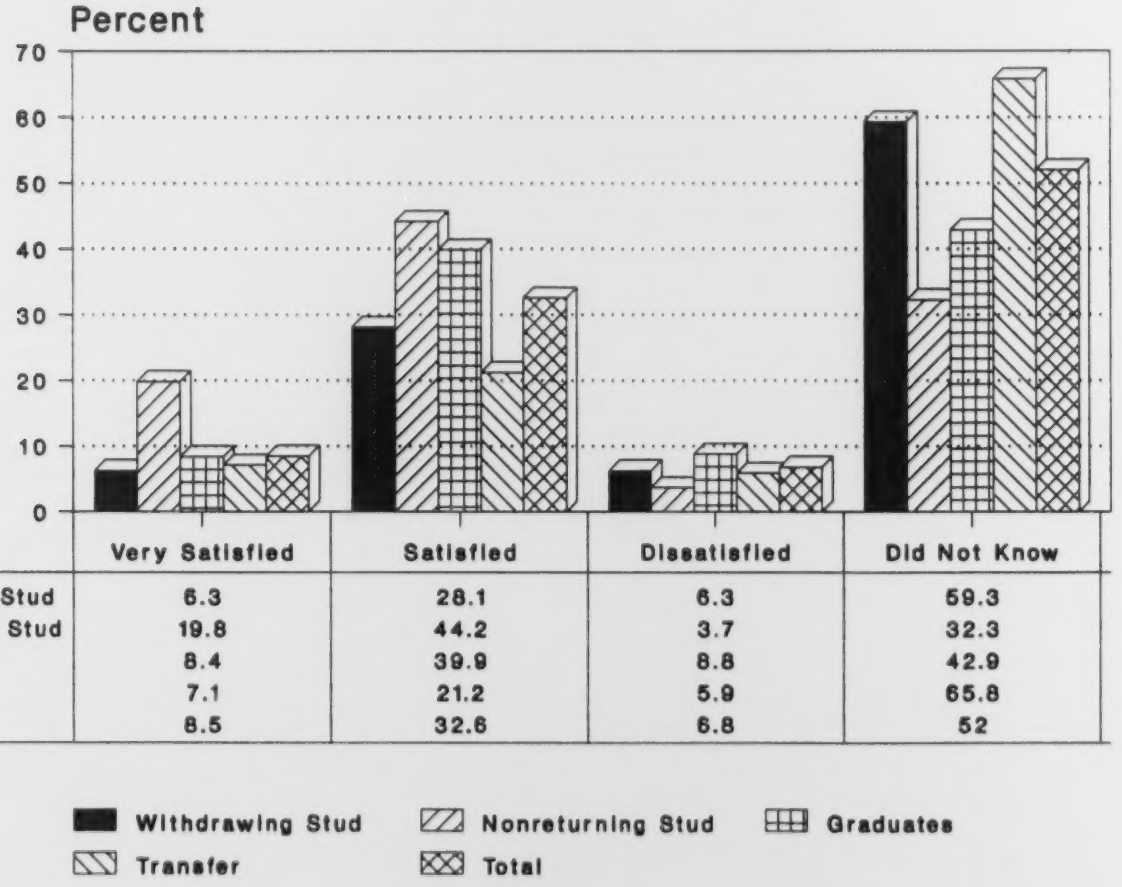
N=2102

98

99

GRAPH 28

STUDENT INVOLVEMENT IN POLICY MAKING
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	6.3	28.1	6.3	59.3
Nonreturning Stud	19.8	44.2	3.7	32.3
Graduates	8.4	39.9	8.8	42.9
Transfer	7.1	21.2	5.9	65.8
Total	8.5	32.6	6.8	52

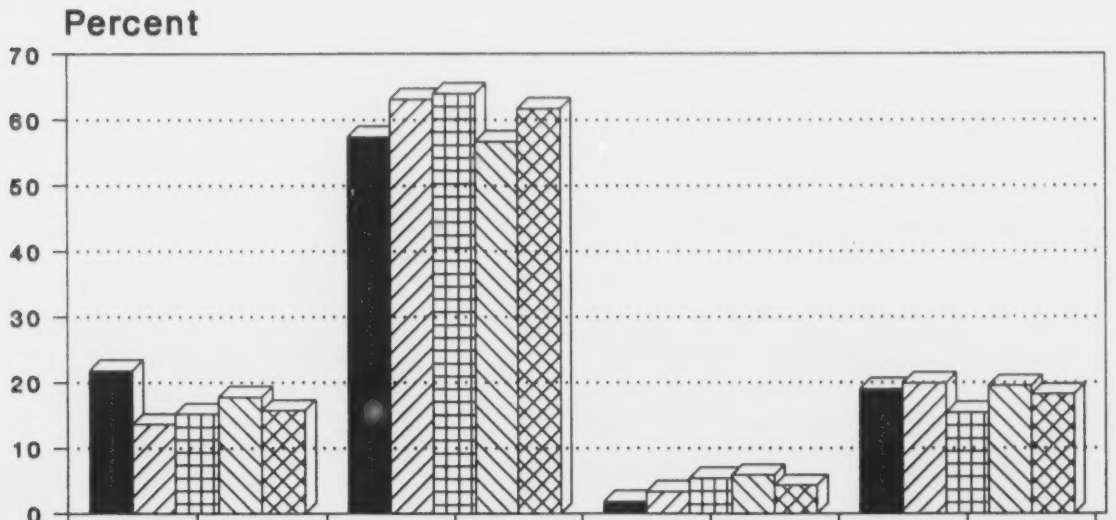
100

N=2097

101

GRAPH 29

ACADEMIC CALENDAR
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	21.8	57.4	1.9	19
Nonreturning Stud	13.6	63.1	3.4	19.9
Graduates	15.2	64	5.4	15.4
Transfer	17.8	56.7	5.9	19.5
Total	15.7	61.7	4.3	18.2

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

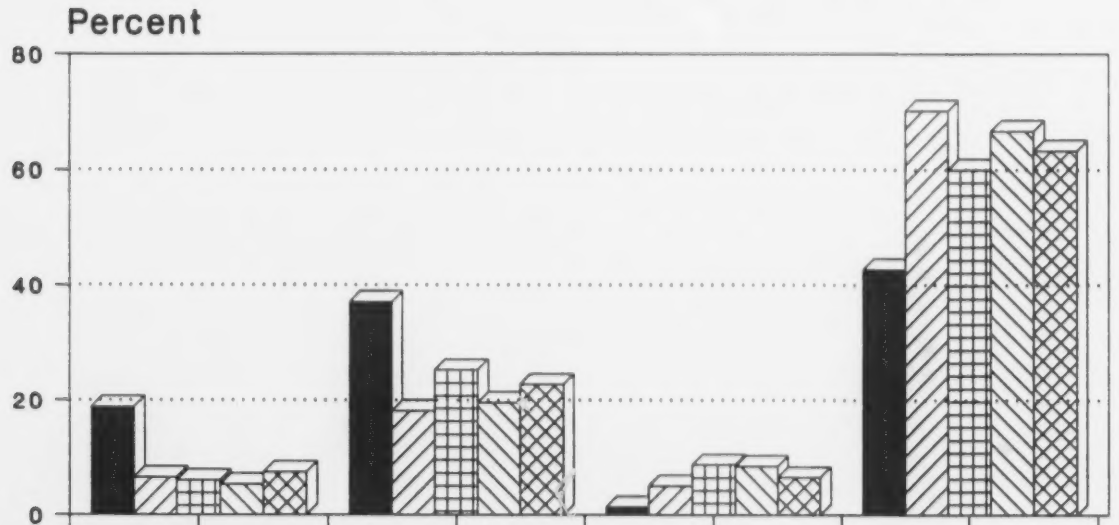
N=2094

102

103

GRAPH 30

ATHLETIC FACILITIES
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	18.8	37.1	1.4	42.7
Nonreturning Stud	6.6	18.1	5.1	70.2
Graduates	6.1	25.2	8.7	60
Transfer	5.4	19.5	8.5	66.7
Total	7.5	22.7	6.5	63.3

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

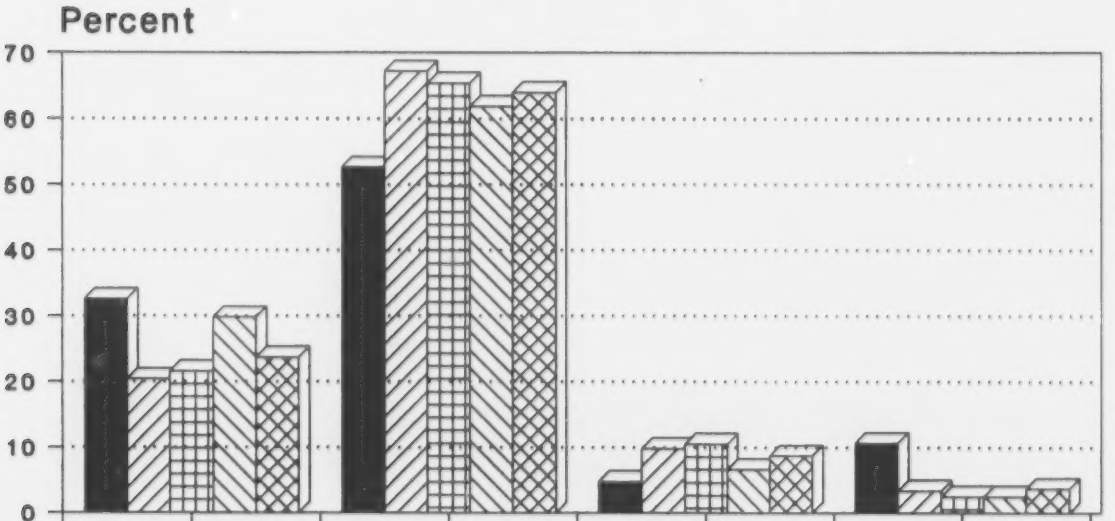
104

N=2072

105

GRAPH 31

FEE PAYMENT & BILLING
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	32.6	52.6	4.8	10.6
Nonreturning Stud	20.4	67.2	9.8	3.4
Graduates	21.6	65.4	10.5	2.5
Transfer	29.8	61.9	6.6	2.5
Total	23.7	64	8.7	3.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

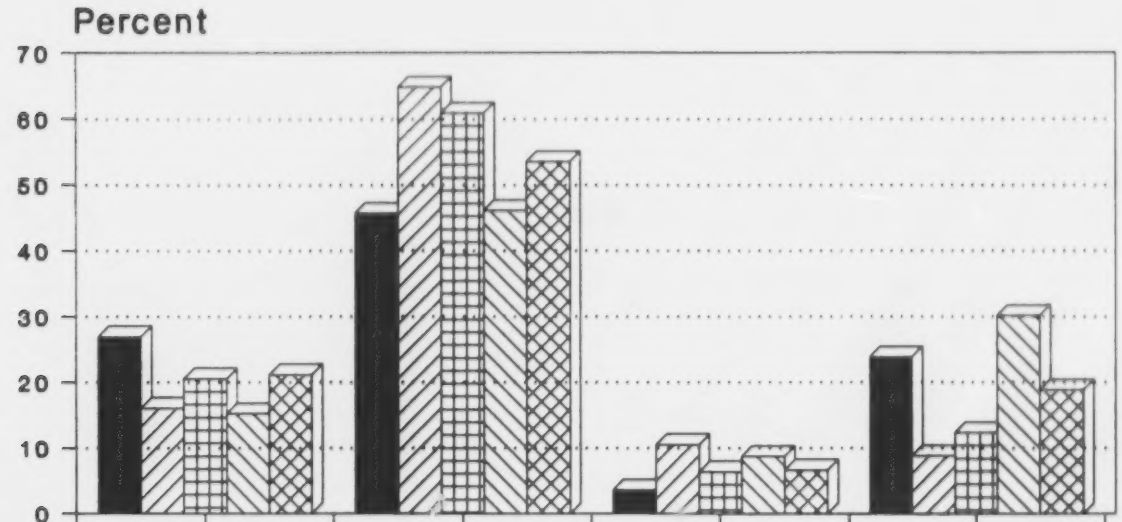
N=2151

106

107

GRAPH 32

PERSONAL STUDY AREAS
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	26.9	45.7	3.6	23.8
Nonreturning Stud	16	64.8	10.5	8.8
Graduates	20.5	60.9	6.4	12.3
Transfer	15.2	46.1	8.7	30.1
Total	21.1	53.5	6.6	18.8

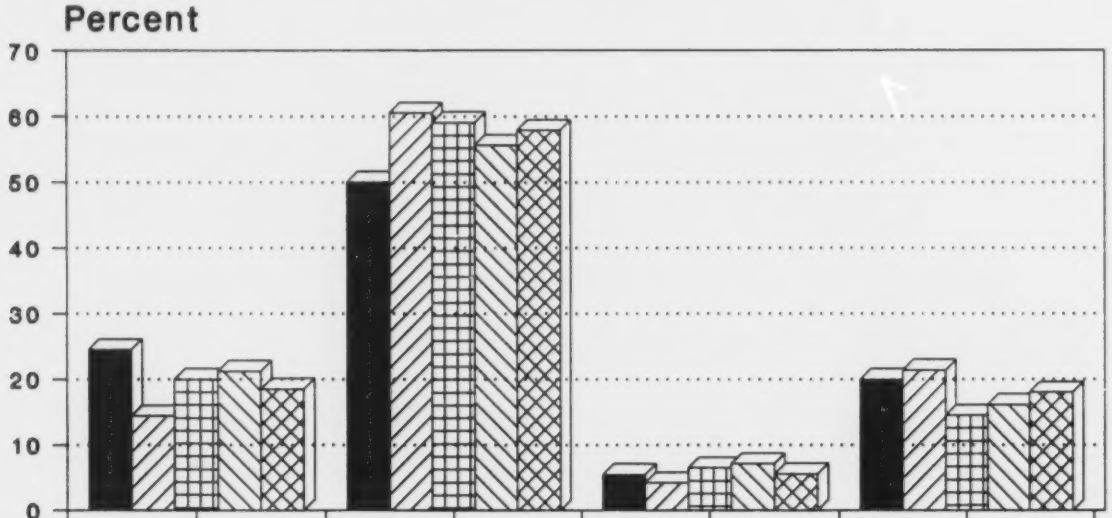
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2130 108

109

GRAPH 33

CATALOG/PUBLICATIONS ACCURACY
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	24.5	50	5.5	20
Nonreturning Stud	14.4	60.5	4.2	21.4
Graduates	20	59.1	6.5	14.5
Transfer	21.2	55.6	7.1	16.1
Total	18.5	57.9	5.6	18

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

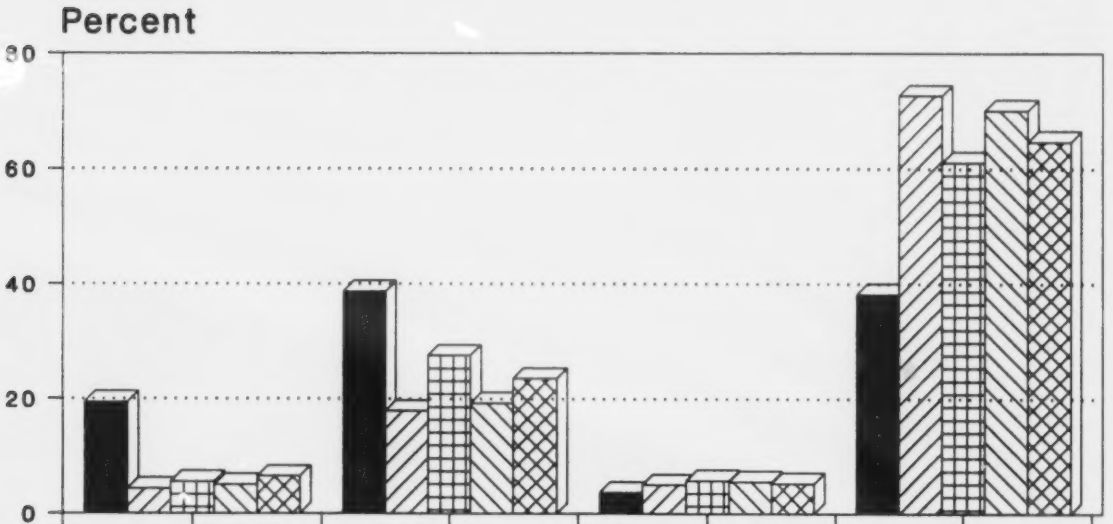
N=2109

110

111

GRAPH 34

STUDENT'S PARTICIPATION IN SPORTS
1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	19.4	38.7	3.7	38.2
Nonreturning Stud	4.4	17.9	5	72.7
Graduates	5.6	27.5	5.8	61.1
Transfer	5.1	19.2	5.6	70.1
Total	6.5	23.5	5.3	64.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

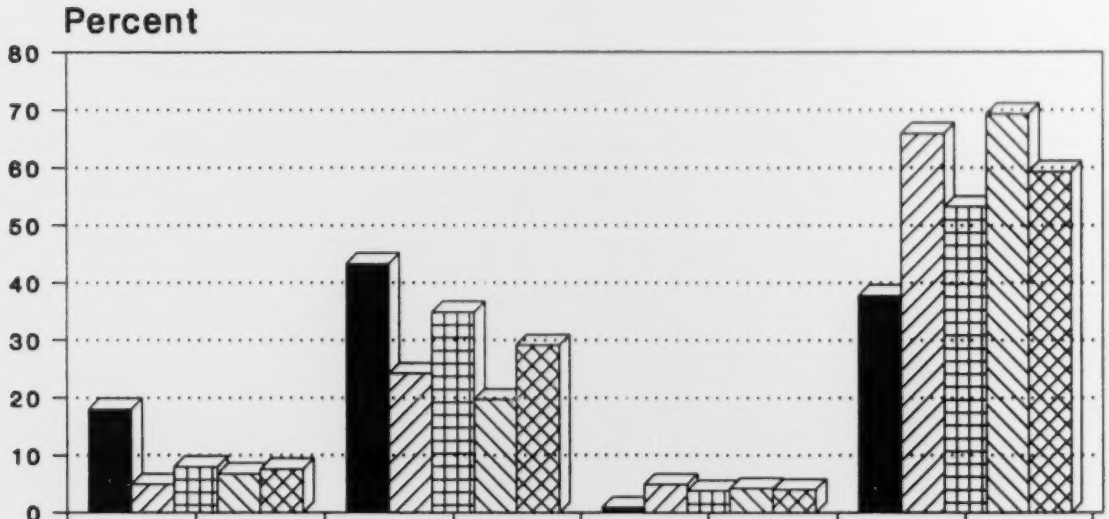
112

N=2093

113

GRAPH 35

STUDENT'S PARTICIPATION IN CULTURAL ACT. 1989-90



	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Withdrawing Stud	18	43.3	0.9	37.8
Nonreturning Stud	4.9	24.2	4.9	65.9
Graduates	8	34.9	3.8	53.2
Transfer	6.8	19.7	4.2	69.3
Total	7.6	29.1	4	59.3

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N-2092

114

115

D. Student Use and Opinion of MATC Services

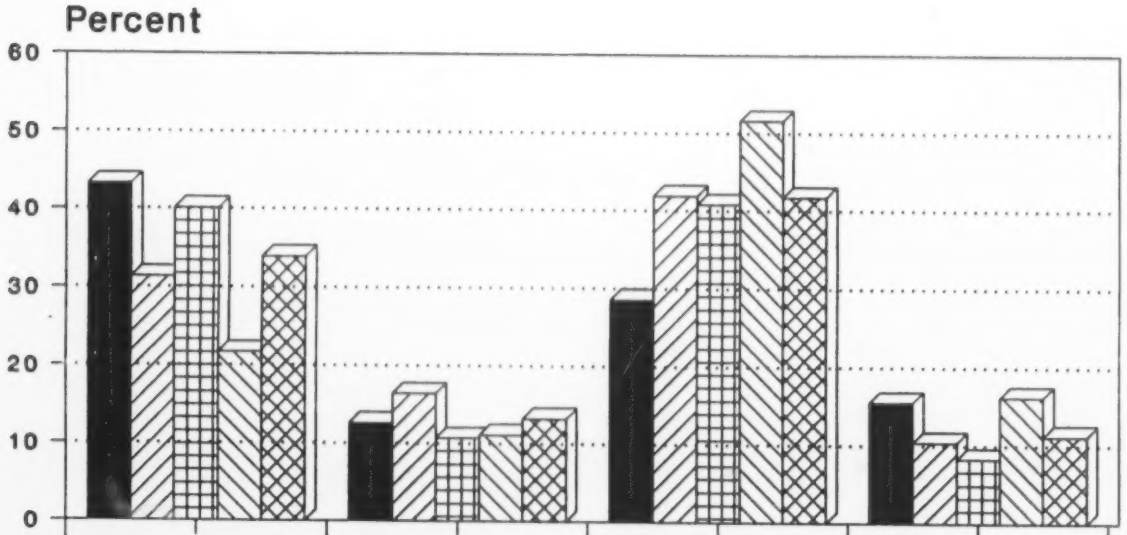
Opinions of leavers were tabulated for 29 MATC services using the question "For every listed MATC service below, check the appropriate box according to your knowledge and usage of the service" with the following optional responses: (1) used the service and was satisfied with it, (2) used the service but was not satisfied with it, (3) knew about the service but did not use it, and (4) did not know about the service. See Graphs 36 to 68.

Graph 36 - Student Use of Financial Aid
Graph 37 - Student Use of Academic Advising
Graph 38 - Student Use of Multicultural Affairs
Graph 39 - Student Use of Counseling
Graph 40 - Student Use of Guidance
Graph 41 - Student Use of Career Planning
Graph 42 - Student Use of Child Care Facilities
Graph 43 - Student Use of Academic Support Centers
Graph 44 - Student Use of Programs for Disabled
Graph 45 - Student Use of Family & Women's Center
Graph 46 - Student Use of Job Placement
Graph 47 - Student Use of Campus Employment
Graph 48 - Student Use of Tutoring
Graph 49 - Student Use of Bookstore
Graph 50 - Student Use of Library
Graph 51 - Student Use of College Orientation
Graph 52 - Student Use of International Student Services
Graph 53 - Student Use of Testing Services
Graph 54 - Student Use of Student Center
Graph 55 - Student Use of Registration Services
Graph 56 - Student Use of Admission Services
Graph 57 - Student Use of Veteran Services
Graph 58 - Student Use of Information Services
Graph 59 - Student Use of Athletics
Graph 60 - Student Use of Campus Security
Graph 61 - Student Use of Cultural Programs
Graph 62 - Student Use of Cafeteria
Graph 63 - Student Use of Health Services
Graph 64 - Student Use of Housing Services
Graph 65 - Student Use of Student Newspaper
Graph 66 - Student Use of Business Office
Graph 67 - Student Use of Student Senate
Graph 68 - Student Use of Student Organizations

The most significant result was that withdrawing students used these services to a much greater extent than nonreturning, transfer, or graduating students.

GRAPH 36

STUDENT USE OF FINANCIAL AID
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	43.2	12.6	28.6	15.5
Nonreturning Stud	31.3	16.4	41.9	10.4
Graduates	40.1	10.7	40.8	8.3
Transfer	21.7	11.1	51.6	16.2
Total	33.9	13.2	41.7	11.2

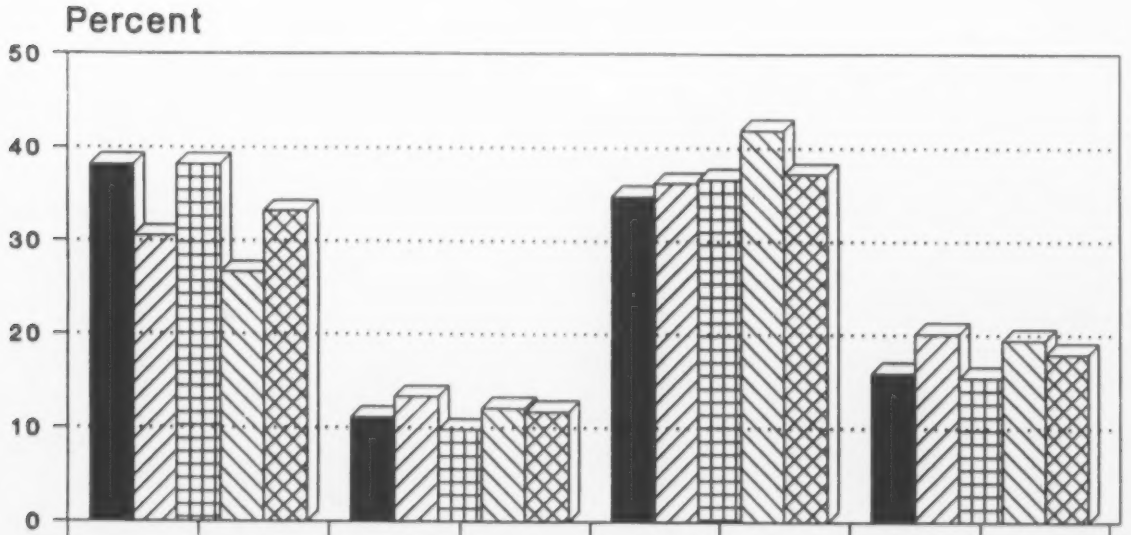
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2065

Withdrawing students had highest use 56% followed by graduates 51%.

GRAPH 37

STUDENT USE OF ACADEMIC ADVISING
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	38.2	11.1	34.8	15.9
Nonreturning Stud	30.5	13.3	36.2	20.1
Graduates	38.2	9.8	36.6	15.4
Transfer	26.6	12.1	41.9	19.4
Total	33.2	11.7	37.2	17.9

120

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

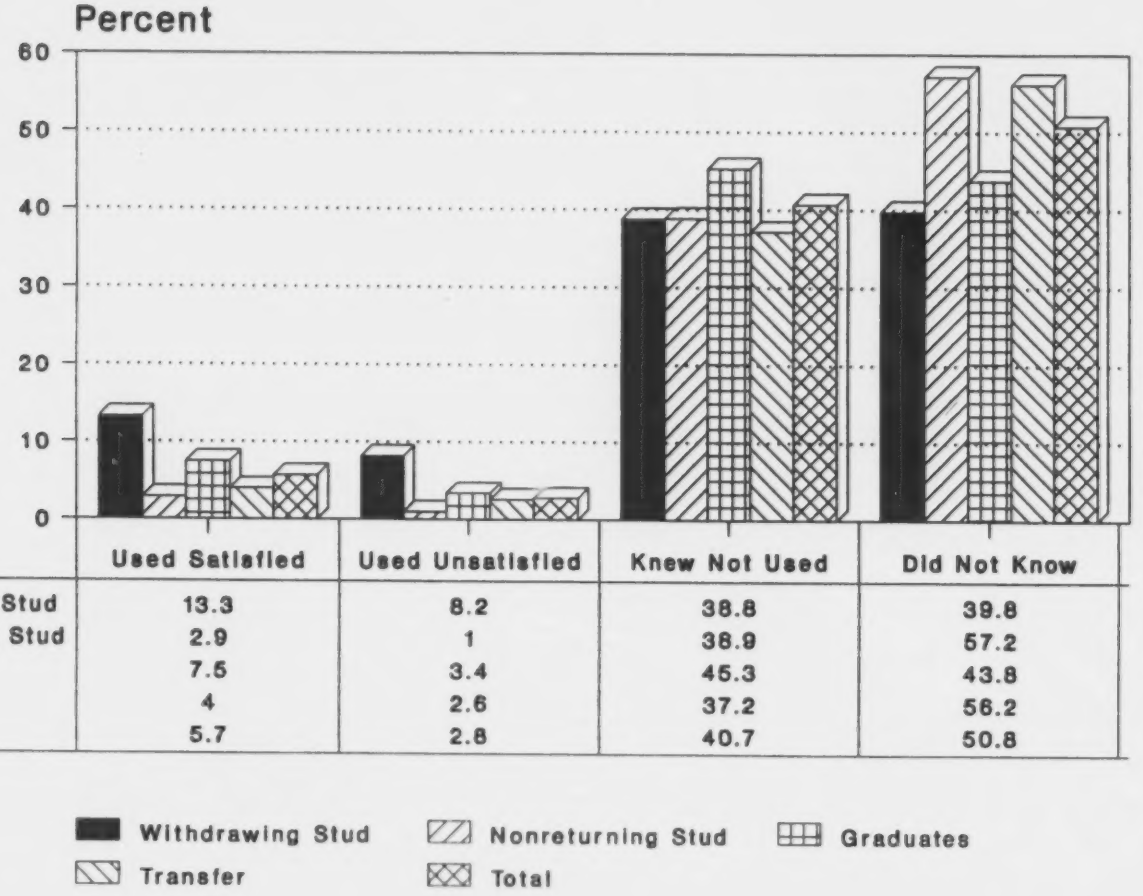
121

N=2045

Majority 55% knew not used or did not know.

GRAPH 38

STUDENT USE OF MULTICULTURAL AFFAIRS
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	13.3	8.2	38.8	39.8
Nonreturning Stud	2.9	1	38.9	57.2
Graduates	7.5	3.4	45.3	43.8
Transfer	4	2.6	37.2	56.2
Total	5.7	2.8	40.7	50.8

N=2010

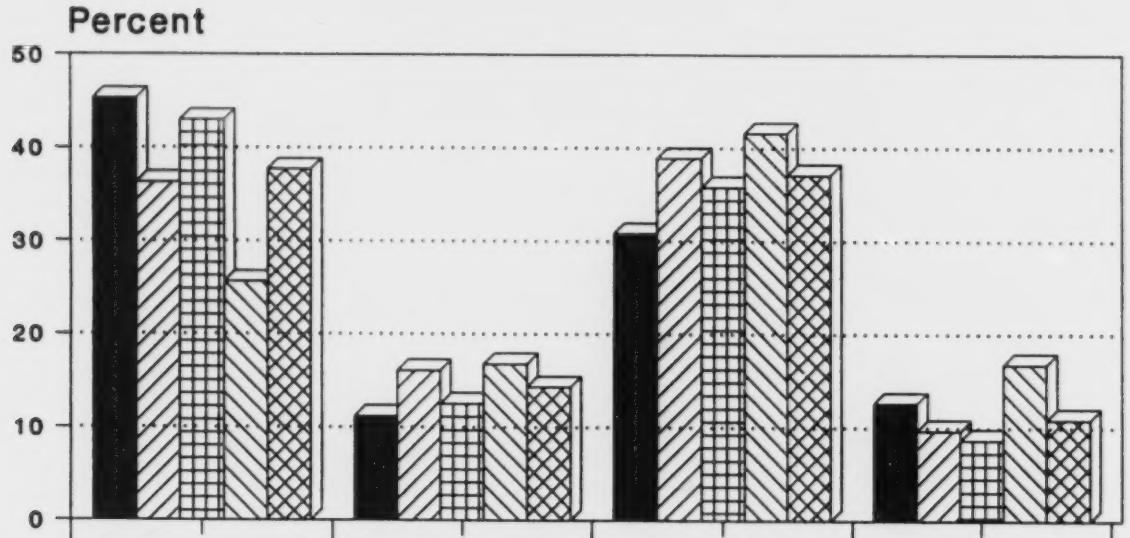
Withdrawing students used the most 22%.
About 92% of total knew not used or did not know.
Used by 4% of nonreturning students.

122

123

GRAPH 39

STUDENT USE OF COUNSELING
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	45.3	11.2	30.8	12.6
Nonreturning Stud	36.3	16.1	38.9	9.7
Graduates	43	12.5	35.8	8.7
Transfer	25.6	16.8	41.6	16.8
Total	37.7	14.3	37.1	10.9

124

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

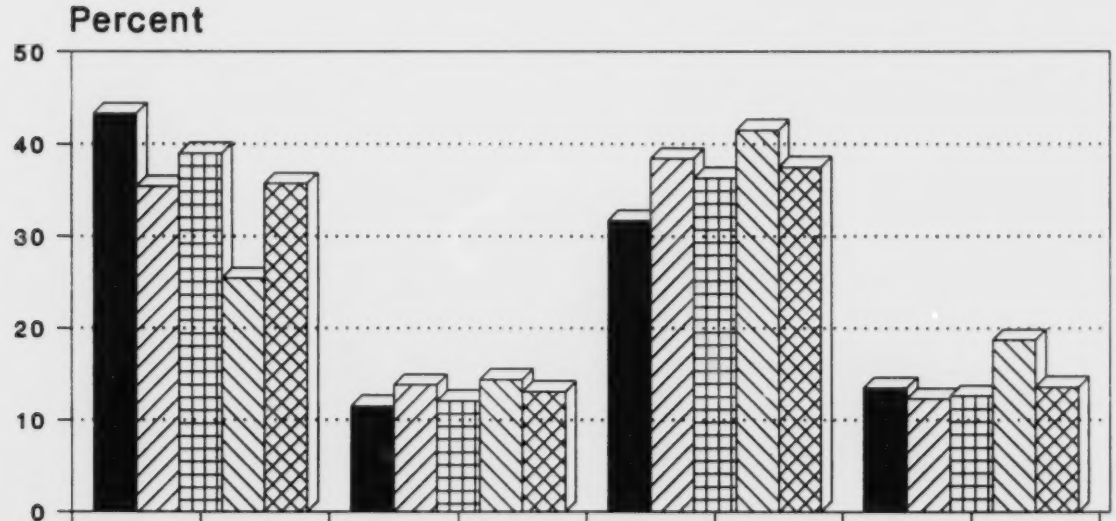
125

N=2071

Used most by withdrawing students 57%.
A total of 52% used counseling services.

GRAPH 40

STUDENT USE OF GUIDANCE
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	43.3	11.5	31.7	13.5
Nonreturning Stud	35.4	13.8	38.4	12.3
Graduates	39	12.1	36.3	12.6
Transfer	25.4	14.4	41.5	18.7
Total	35.7	13.1	37.5	13.6

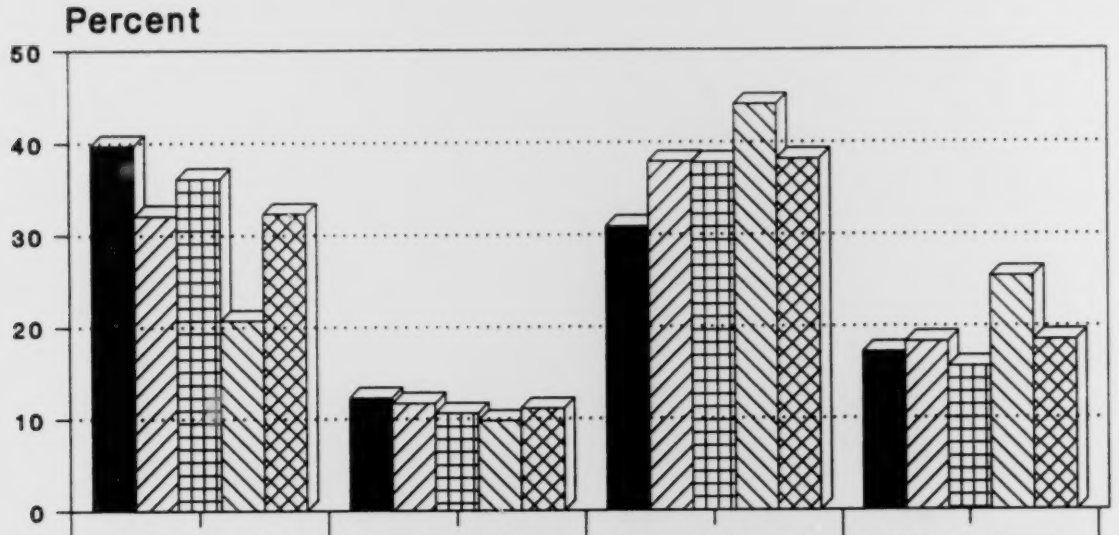
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2054

Used most by withdrawing (55%) and graduating (51%) students.

GRAPH 41

STUDENT USE OF CAREER PLANNING
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	39.7	12.3	30.9	17.2
Nonreturning Stud	32.1	11.7	37.9	18.3
Graduates	36.1	10.6	37.8	15.6
Transfer	20.7	9.8	44.1	25.4
Total	32.3	11.1	38.2	18.5

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

128

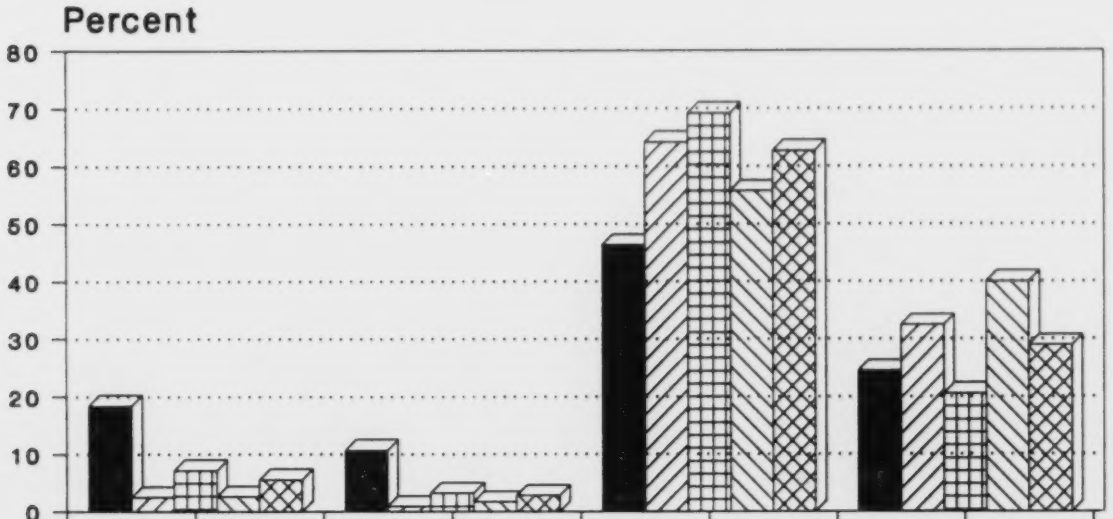
129

N=2063

Used by about 43% of leavers but by 52% of withdrawing students.

GRAPH 42

STUDENT USE OF CHILD CARE FACILITIES 1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	18.4	10.7	46.4	24.5
Nonreturning Stud	2.5	0.9	64.2	32.4
Graduates	7.2	3.2	69.2	20.5
Transfer	2.6	1.7	55.7	40
Total	5.6	2.8	62.7	28.9

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

131

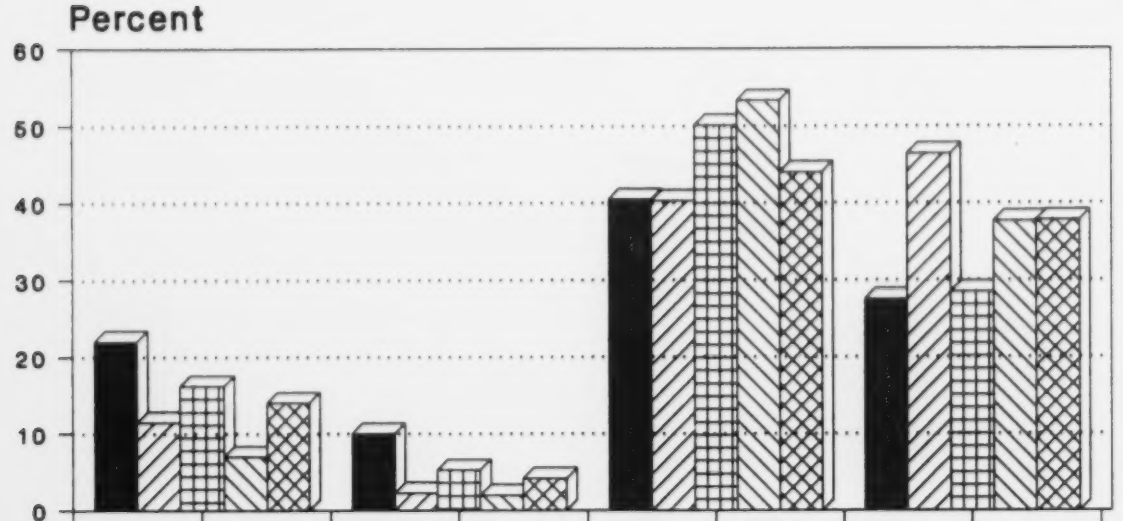
N=2015

Used by about 8% of leavers but by about 29% of withdrawing students and only 3.4% of nonreturning students.

130

GRAPH 43

STUDENT USE OF ACADEMIC SUPPORT CENTERS
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	22	10	40.5	27.5
Nonreturning Stud	11.5	2.3	40.3	48.4
Graduates	16.2	5.27	50.1	28.5
Transfer	7	2	53.3	37.7
Total	14	4.2	44	37.8

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

132

133

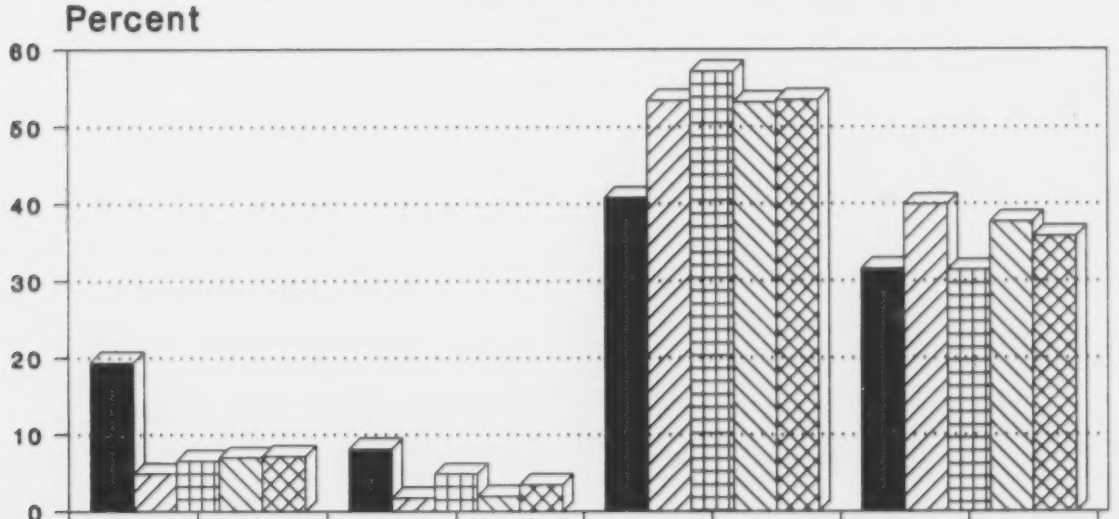
N=2046

Used by about 18% of leavers but by 32% of withdrawing students and 14% of nonreturning students.

GRAPH 44

STUDENT USE OF PROGRAMS FOR DISABLED 1989-90

Includes hearing/learning/visually impaired



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	19.4	8.2	40.8	31.6
Nonreturning Stud	4.9	1.8	53.4	39.9
Graduates	6.6	4.9	57.2	31.4
Transfer	7	2	53.2	37.7
Total	7.2	3.5	53.5	35.8

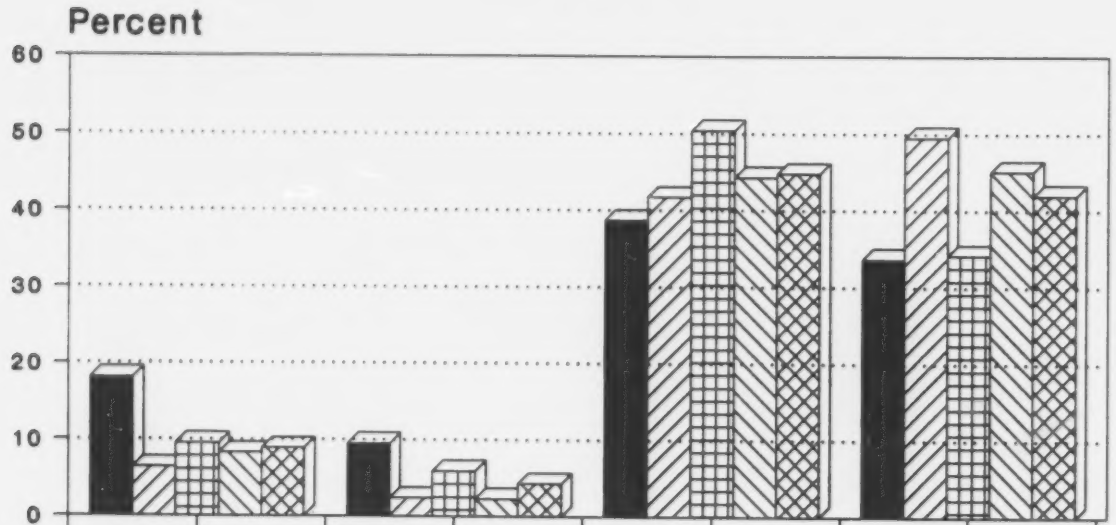
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2032

Used by about 11% of leavers but by 28% of withdrawing students and 7% of nonreturning students.

GRAPH 45

STUDENT USE OF FAMILY & WOMEN CENTER 1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	18.1	9.5	38.7	33.7
Nonreturning Stud	6.4	2.4	41.7	49.5
Graduates	9.5	5.9	50.4	34.2
Transfer	8.3	2.3	44.3	45.1
Total	8.9	4.3	44.8	42

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

136

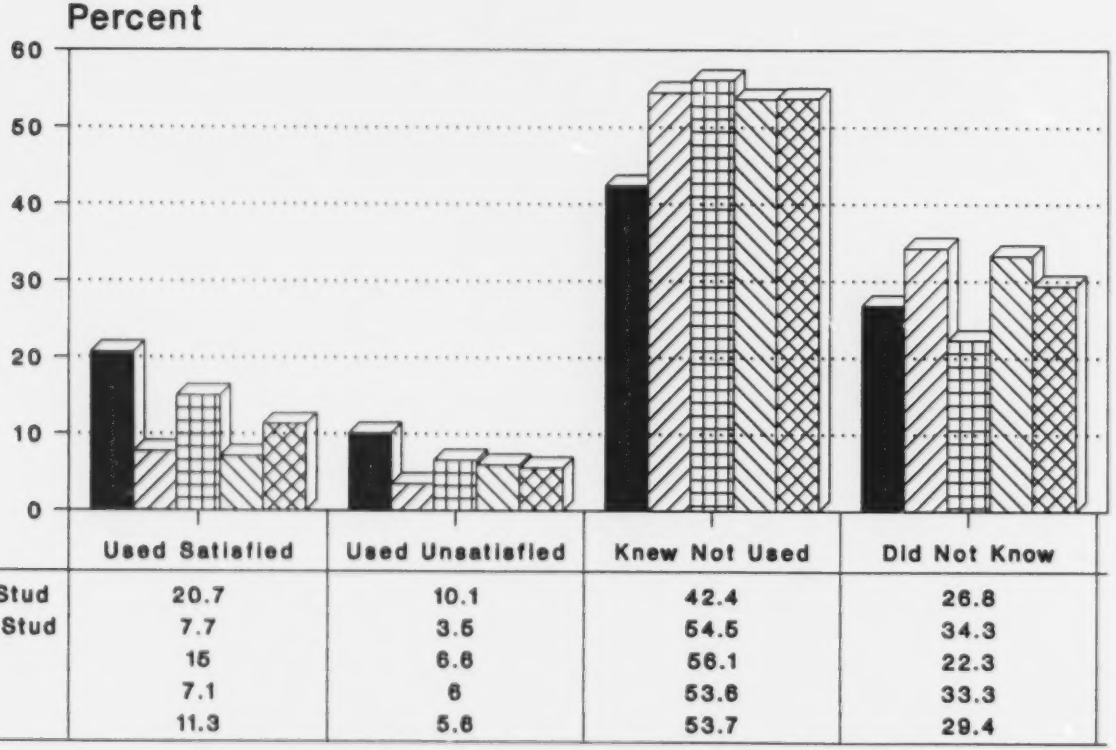
137

N=2038

Used by about 13% of leavers but by 28% of withdrawing students and 9% of nonreturning students.

GRAPH 46

STUDENT USE OF JOB PLACEMENT
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	20.7	10.1	42.4	26.8
Nonreturning Stud	7.7	3.5	54.5	34.3
Graduates	15	6.6	56.1	22.3
Transfer	7.1	6	53.6	33.3
Total	11.3	5.6	53.7	29.4

N=2025

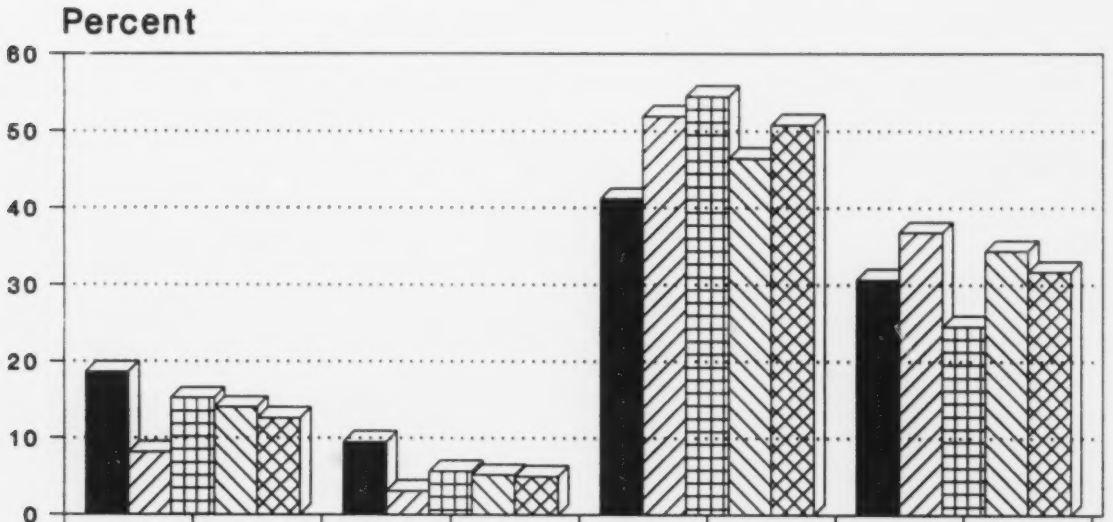
Used by 17% of leavers but by 31% of withdrawing students and 11% of nonreturning students.

138

139

GRAPH 47

STUDENT USE OF CAMPUS EMPLOYMENT
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	18.6	9.5	41.2	30.7
Nonreturning Stud	8.2	3.1	51.9	36.8
Graduates	15.2	5.7	54.5	24.6
Transfer	14	5.2	46.4	34.4
Total	12.6	5	50.8	31.7

140

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

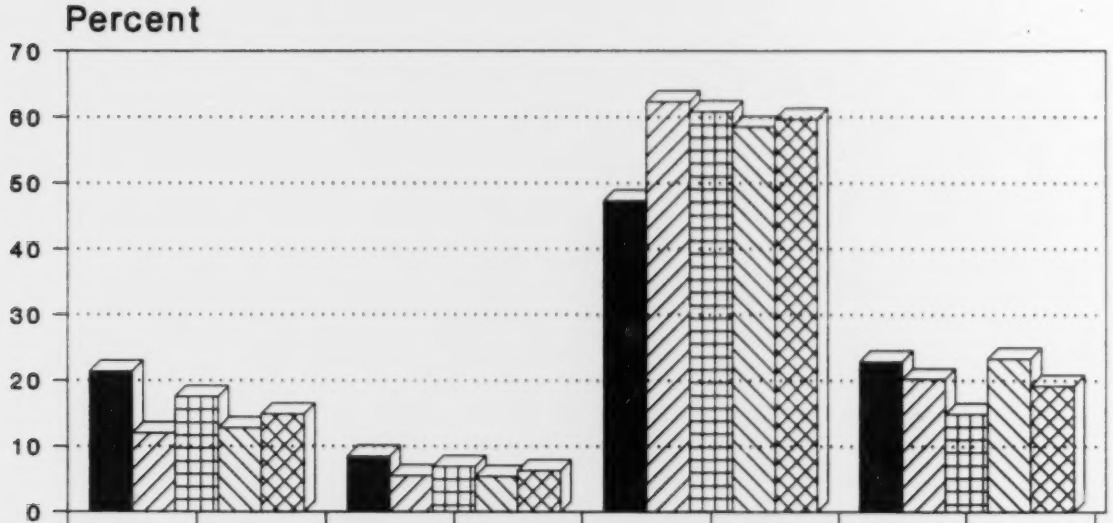
N=2036

Used by 18% of leavers but by 28% of withdrawing students and 11% of nonreturning students.

141

GRAPH 48

STUDENT USE OF TUTORING
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	21.4	8.5	47.3	22.9
Nonreturning Stud	12	5.5	62.3	20.2
Graduates	17.5	6.9	60.8	14.9
Transfer	12.8	5.4	58.5	23.3
Total	14.9	6.3	59.7	19.2

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2048

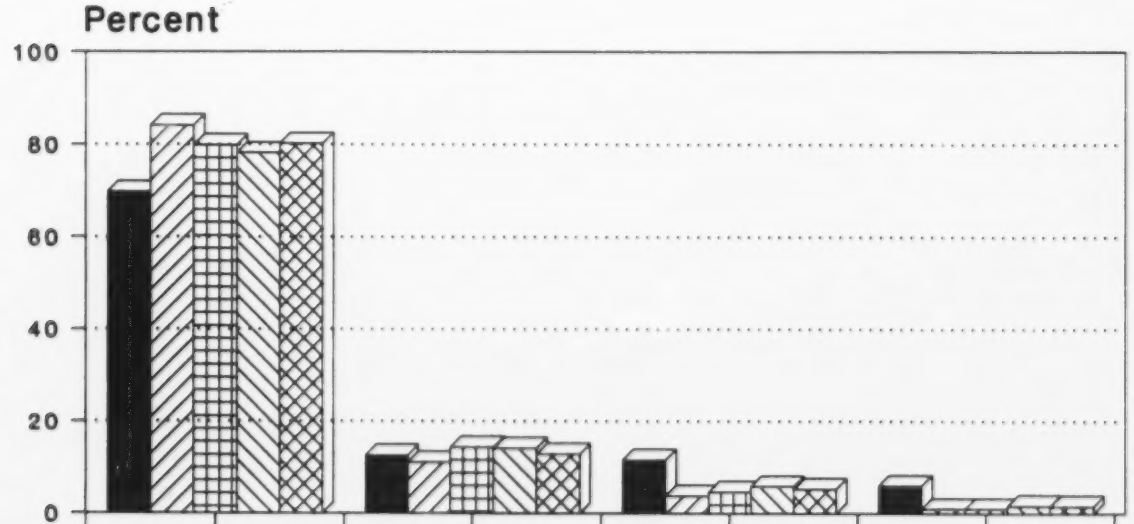
Used by 21% of students but by 30% of withdrawing students.

142

143

GRAPH 49

STUDENT USE OF BOOKSTORE
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	69.8	12.6	11.6	6
Nonreturning Stud	84.1	11.1	3.8	1
Graduates	79.9	14.4	4.7	1
Transfer	78.2	14.1	5.9	1.7
Total	80.2	12.9	5.3	1.6

144

Withdrawing Stud Nonreturning Stud Graduates

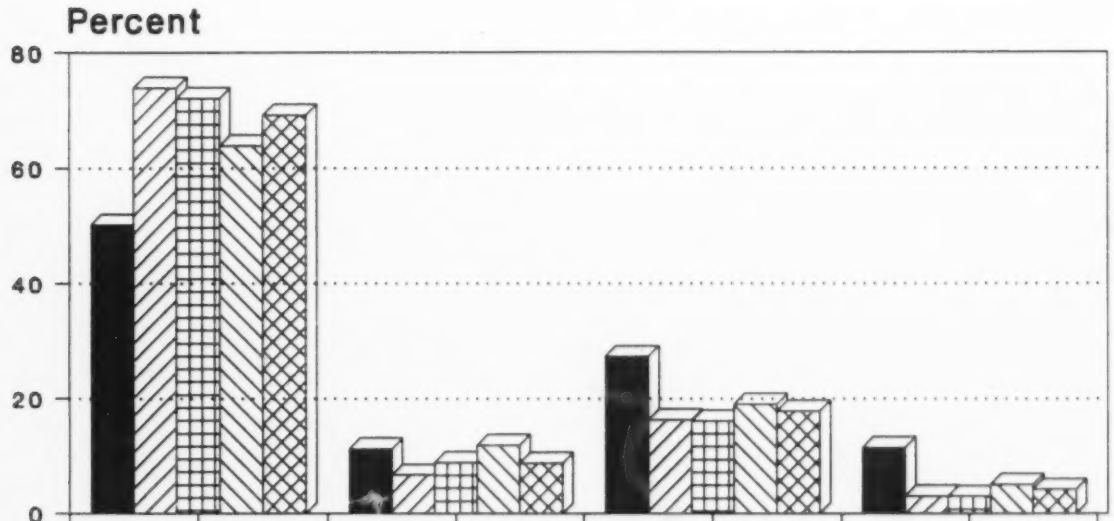
Transfer Total

145

N=2089

GRAPH 50

STUDENT USE OF LIBRARY
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	50.2	11.3	27.3	11.5
Nonreturning Stud	73.9	6.7	16.3	3.1
Graduates	72.1	8.9	16.1	3
Transfer	63.9	11.9	19	5.1
Total	69.2	8.8	17.8	4.2

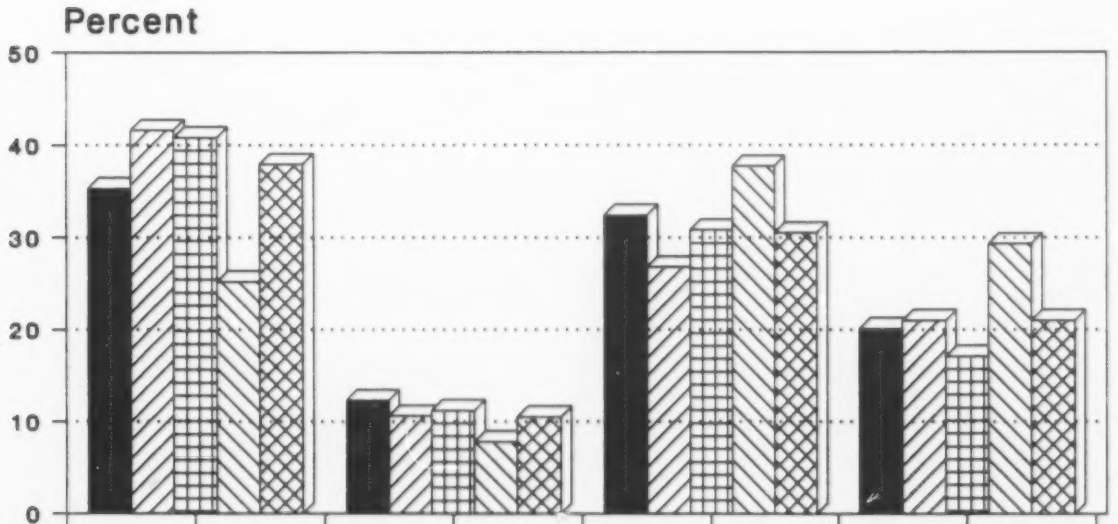
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2084

Used by 78% of students but the least b withdrawing students 62%.

GRAPH 51

STUDENT USE OF COLLEGE ORIENTATION
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	35.3	12.3	32.4	20.1
Nonreturning Stud	41.6	10.6	26.8	21
Graduates	40.8	11.2	30.8	17.1
Transfer	25.2	7.8	37.7	29.3
Total	37.9	10.5	30.5	21

148

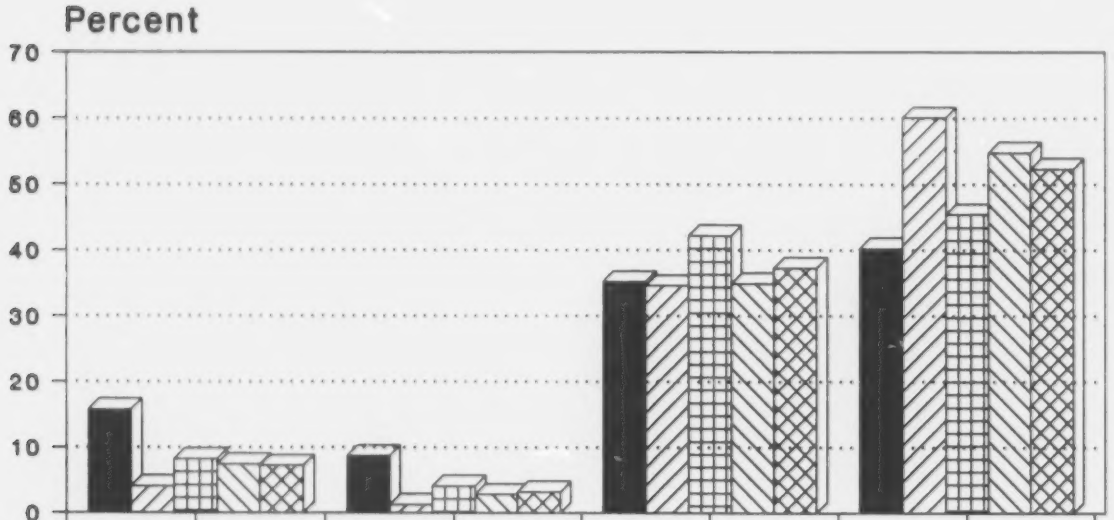
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

149

N=2046

GRAPH 52

STUDENT USE OF INTERNATIONAL STUDENT SER 1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	15.8	8.7	35.2	40.3
Nonreturning Stud	4.1	1.3	34.6	60.1
Graduates	8.2	4.1	42.2	45.4
Transfer	7.4	2.8	34.9	54.8
Total	7.2	3.2	37.3	52.3

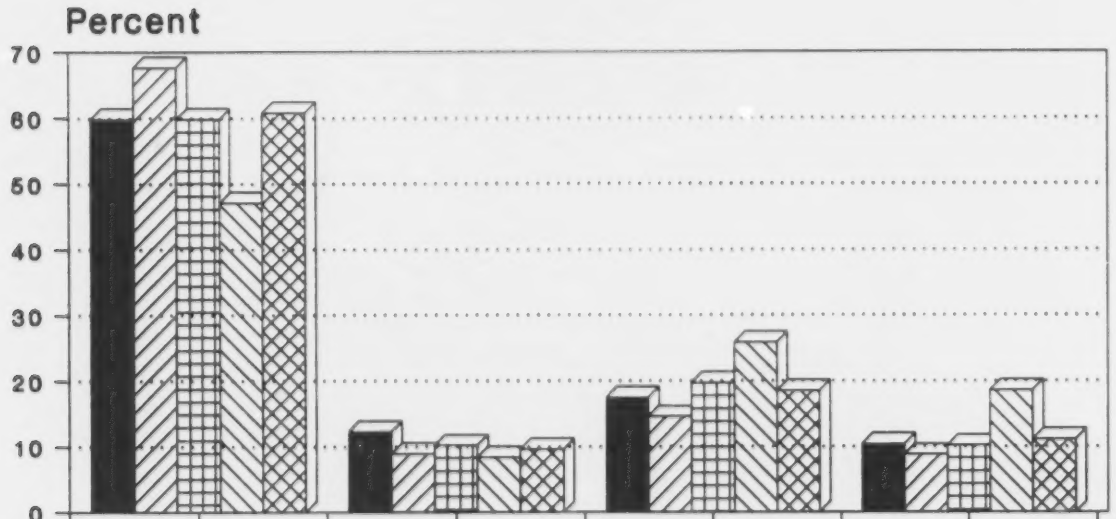
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2018

Used by 10% of students but 25% of withdrawing students and 5% of nonreturning students.

GRAPH 53

STUDENT USE OF TESTING SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	59.9	12.3	17.5	10.4
Nonreturning Stud	67.7	8.9	14.6	8.8
Graduates	59.9	10.2	19.7	10.2
Transfer	47.1	8.4	25.9	18.6
Total	60.8	9.6	18.5	11.1

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

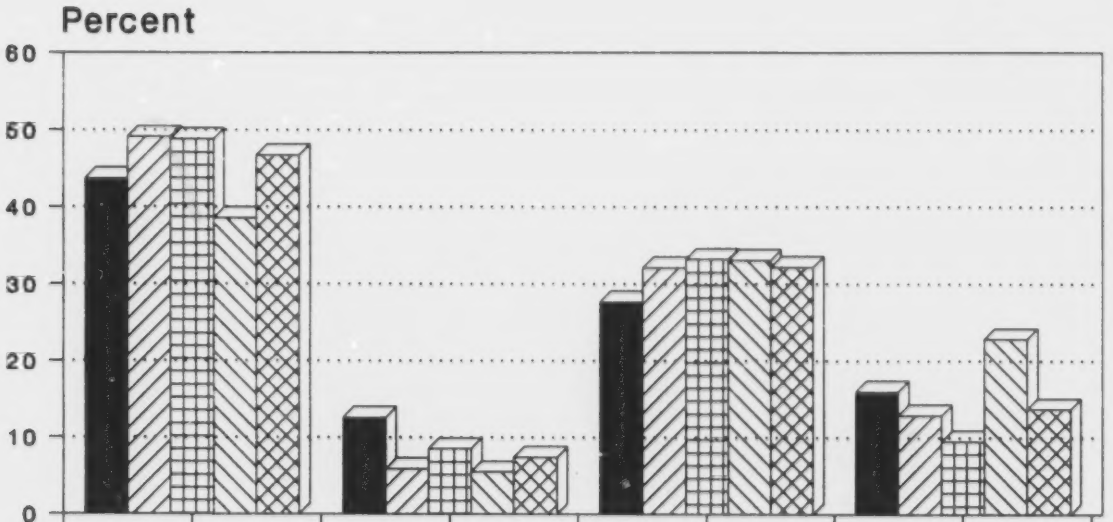
152

N=2070

153

GRAPH 54

STUDENT USE OF STUDENT CENTER
1989-90



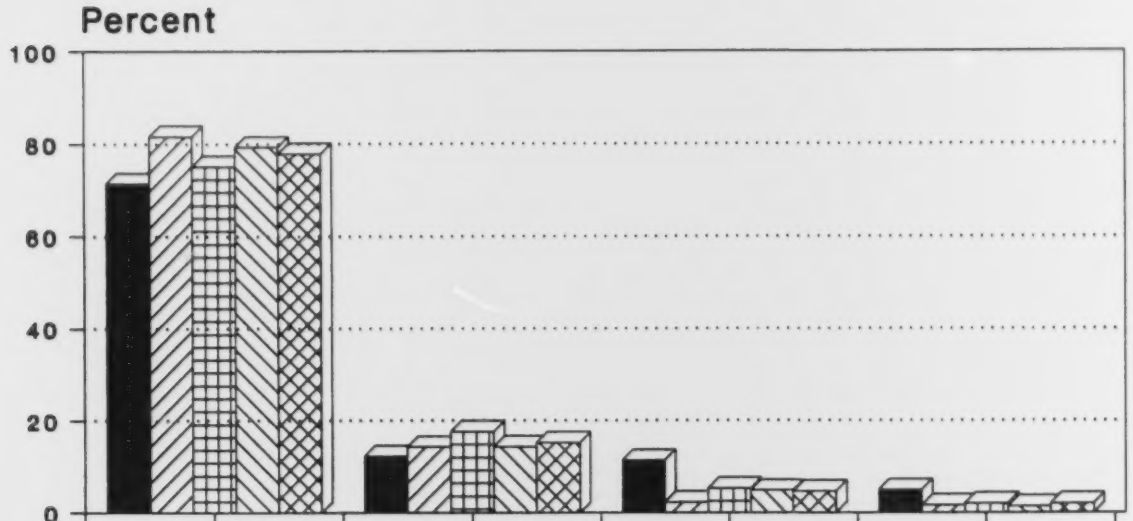
	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	43.7	12.6	27.7	16
Nonreturning Stud	49.1	5.9	32.1	12.9
Graduates	48.8	8.5	33.2	9.5
Transfer	38.6	5.5	33.1	22.8
Total	46.7	7.4	32.2	13.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2037

GRAPH 55

STUDENT USE OF REGISTRATION SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	71.4	12.3	11.4	5
Nonreturning Stud	81.6	14.3	2.3	1.7
Graduates	75.1	17.6	5.3	2.1
Transfer	79.3	14.4	4.9	1.4
Total	77.9	15.2	4.7	2.1

156

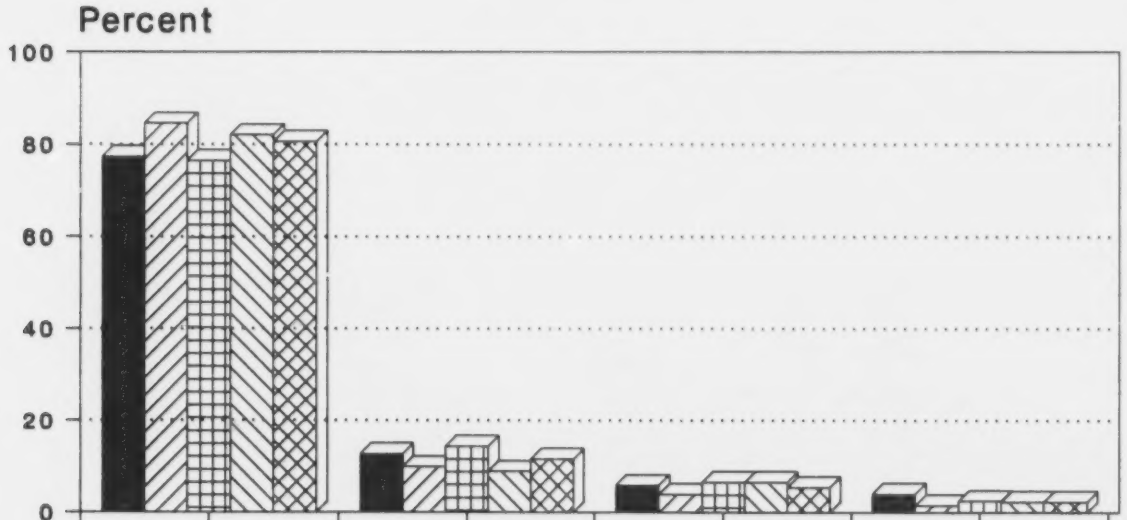
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2106

157

GRAPH 56

STUDENT USE OF ADMISSION SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	77.4	12.7	5.9	4.1
Nonreturning Stud	84.6	9.9	3.9	1.6
Graduates	76.5	14.4	6.6	2.5
Transfer	82.1	8.9	6.6	2.3
Total	80.6	11.6	5.5	2.3

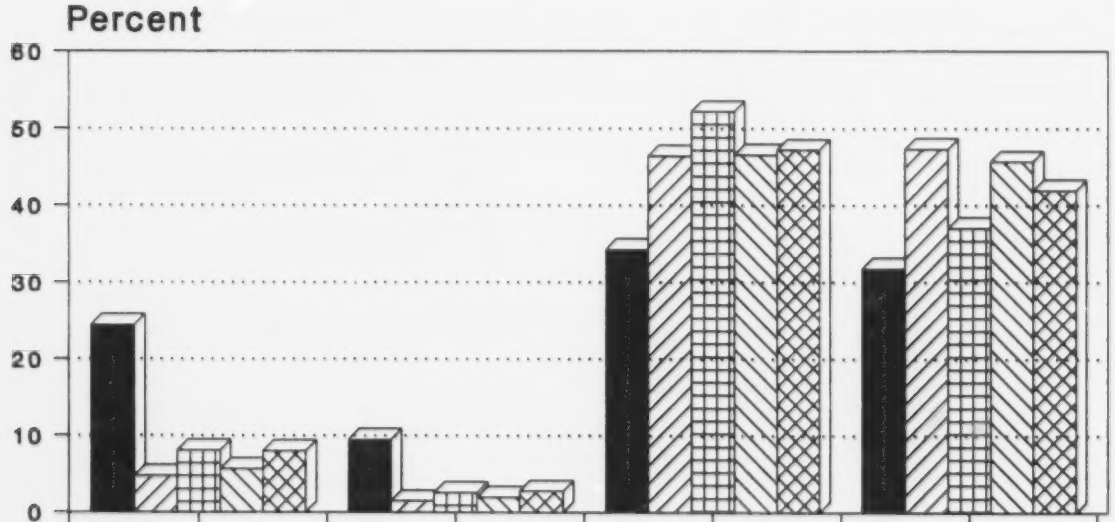
N=2107

159

156

GRAPH 57

STUDENT USE OF VETERAN SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	24.4	9.5	34.3	31.8
Nonreturning Stud	4.8	1.5	46.4	47.3
Graduates	8.1	2.6	52.2	37.1
Transfer	5.7	2	46.6	45.7
Total	8	2.8	47.2	42

160

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

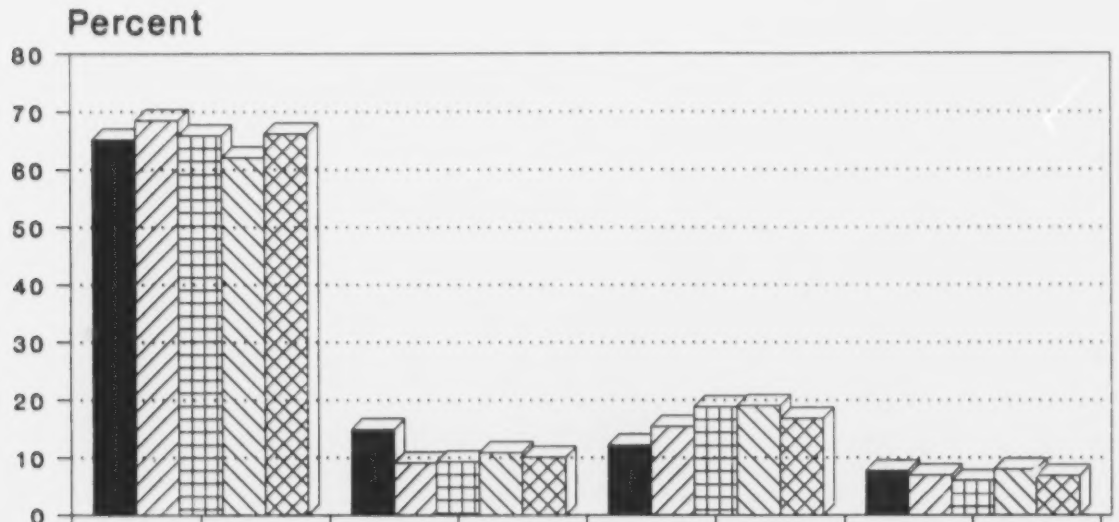
161

N=2030

Used by 11% of leavers but 34% of withdrawing students and 7% of nonreturning students.

GRAPH 58

STUDENT USE OF INFORMATION SERVICES
1989-90



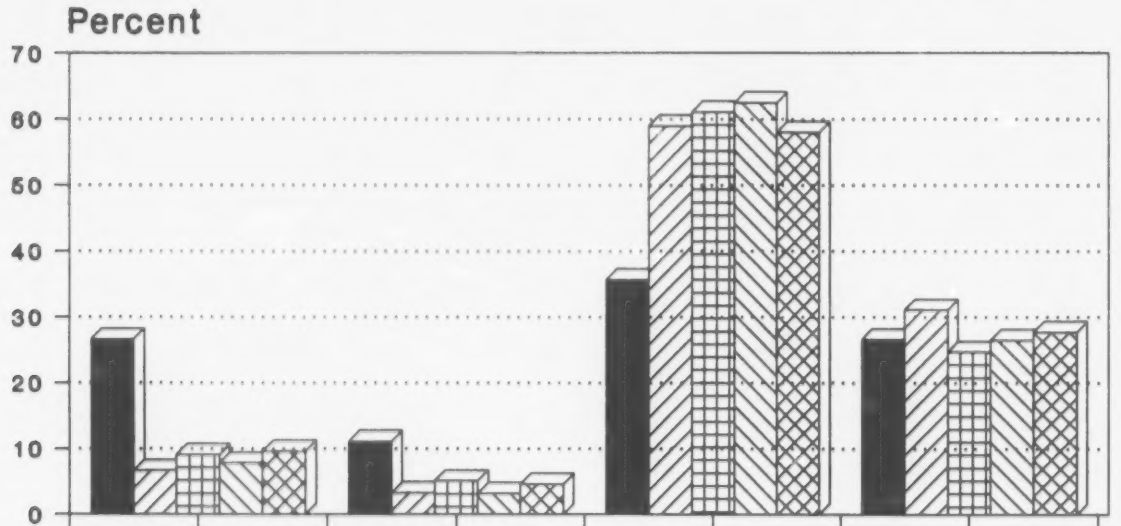
	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	65.2	14.9	12.2	7.7
Nonreturning Stud	68.5	9.1	15.4	7
Graduates	65.9	9.3	18.8	6
Tranafer	62.1	10.9	19	8
Total	66.2	10.1	16.8	6.9

Withdrawing Stud Nonreturning Stud Graduates
Tranafer Total

N=2100

GRAPH 59

STUDENT USE OF ATHLETICS
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	26.6	11.1	35.7	26.6
Nonreturning Stud	6.7	3.3	59	31.1
Graduates	9.1	5.1	61.1	24.7
Transfer	7.8	3.2	62.5	26.5
Total	9.6	4.6	58	27.7

164

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

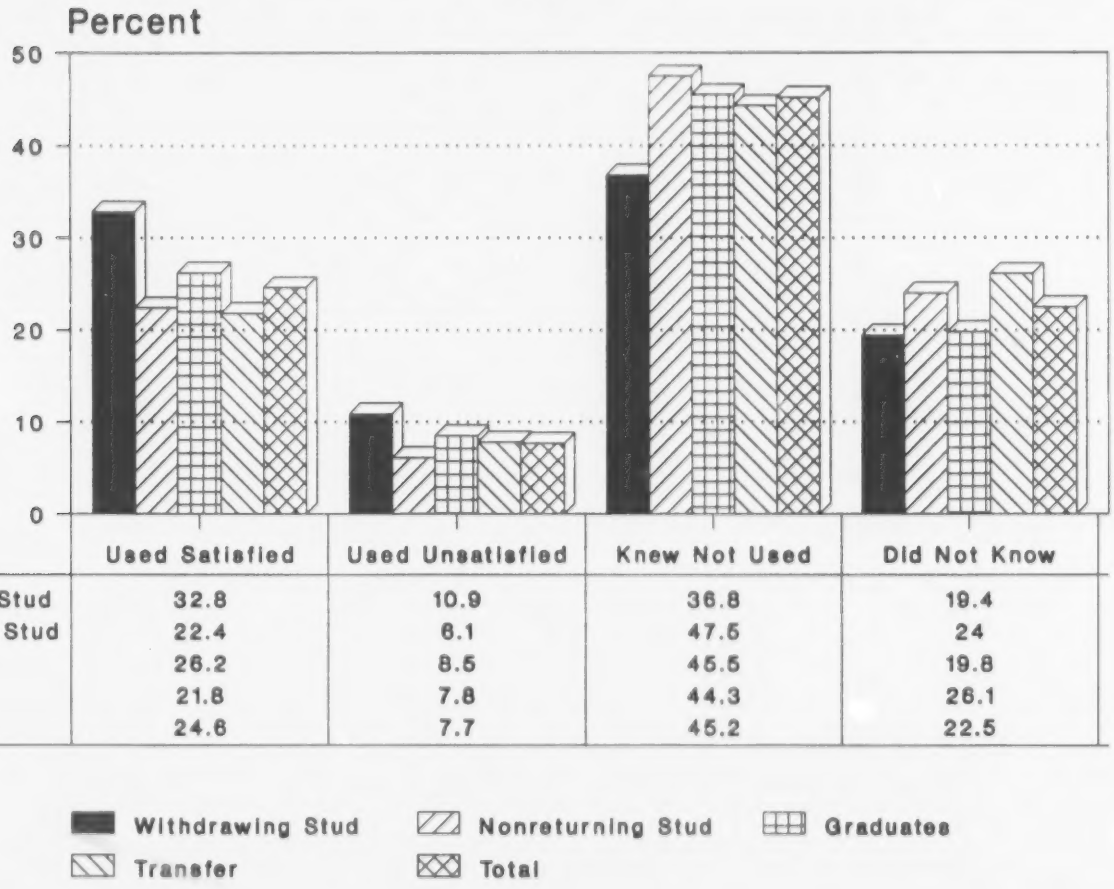
165

N=2033

Used by 14% of leavers but by 38% of withdrawing students.

GRAPH 60

STUDENT USE OF CAMPUS SECURITY
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	32.8	10.9	36.8	19.4
Nonreturning Stud	22.4	6.1	47.5	24
Graduates	26.2	8.5	45.5	19.8
Transfer	21.8	7.8	44.3	26.1
Total	24.6	7.7	45.2	22.5

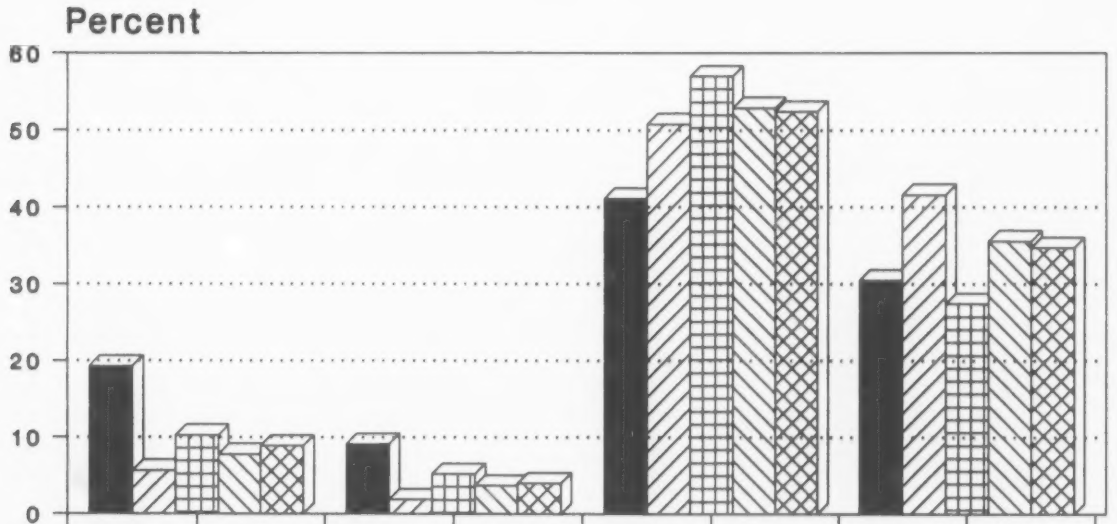
N=2030

166

167

GRAPH 61

STUDENT USE OF CULTURAL PROGRAMS
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	19.3	9.1	41.1	30.5
Nonreturning Stud	5.7	1.9	50.8	41.6
Graduates	10.3	5.2	57	27.4
Transfer	7.8	3.7	52.9	35.6
Total	8.9	4	52.4	34.7

168

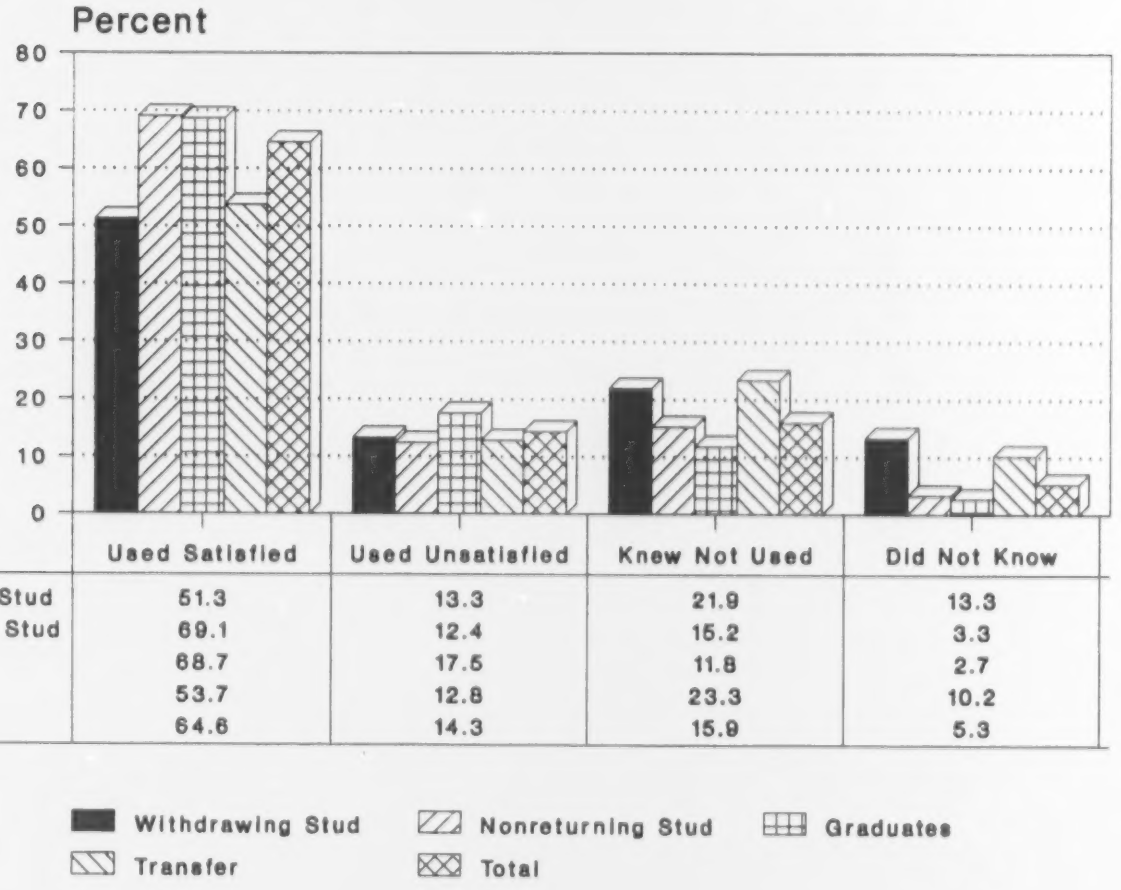
169

N=2034

Used by 13% of students but by 28% of withdrawing students and 8% of nonreturning students.

GRAPH 62

STUDENT USE OF CAFETERIA
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	51.3	13.3	21.9	13.3
Nonreturning Stud	69.1	12.4	15.2	3.3
Graduates	68.7	17.5	11.8	2.7
Transfer	53.7	12.8	23.3	10.2
Total	64.6	14.3	15.9	5.3

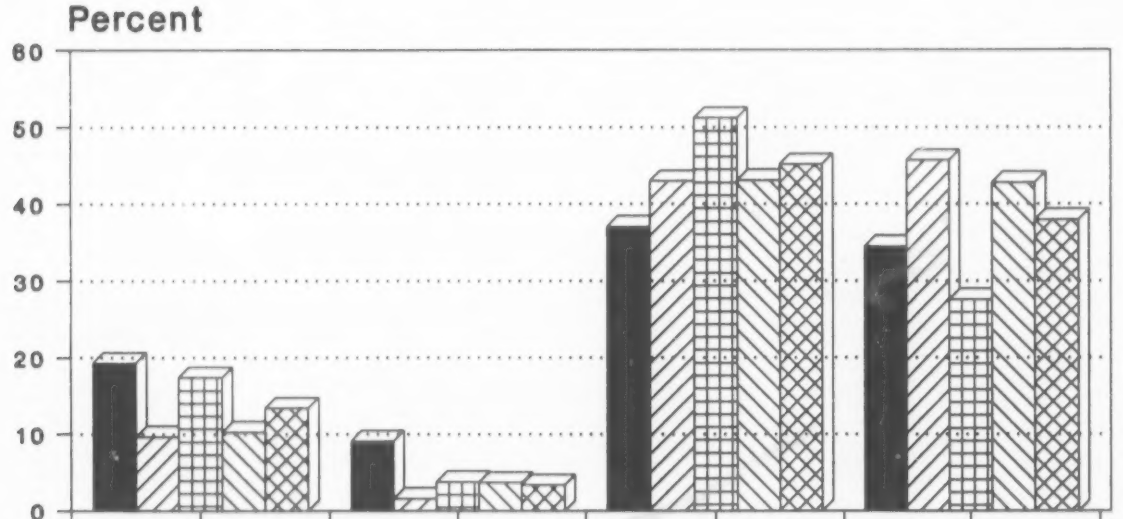
N=2074

170

171

GRAPH 63

STUDENT USE OF HEALTH SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	19.3	9.1	37.1	34.5
Nonreturning Stud	9.7	1.6	43	45.7
Graduates	17.4	3.8	51.2	27.6
Transfer	10.3	3.7	43.1	42.8
Total	13.4	3.4	45.2	38

172

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

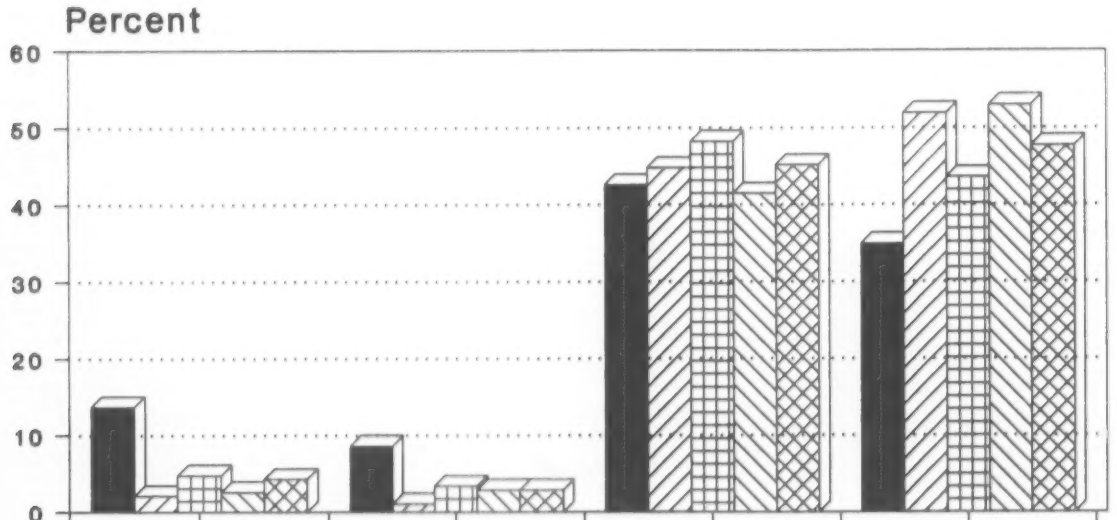
173

N=2029

Used by 17% of leavers but by 28% of withdrawing students and 11% of nonreturning students.

GRAPH 64

STUDENT USE OF HOUSING SERVICES
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	13.7	8.6	42.6	35
Nonreturning Stud	2.1	1.1	44.8	51.9
Graduates	4.8	3.4	48.2	43.6
Transfer	2.6	2.9	41.5	53
Total	4.3	2.9	45.2	47.7

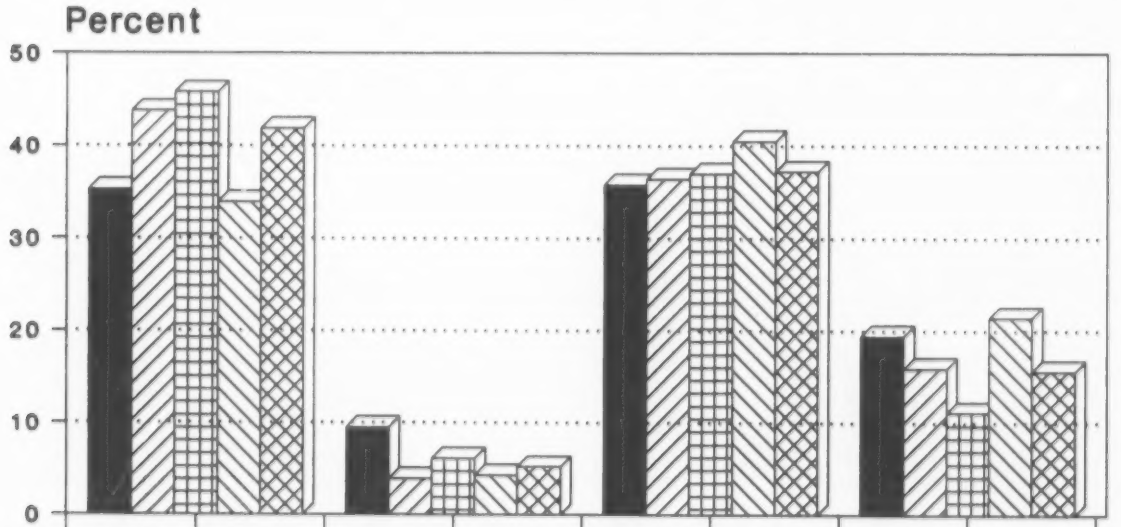
Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2022

Used by 7% of leavers but by 22% of withdrawing students and 3% of nonreturning students.

GRAPH 65

STUDENT USE OF STUDENT NEWSPAPER
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	35.3	9.5	35.8	19.4
Nonreturning Stud	43.8	3.9	36.4	15.9
Graduates	45.8	6.1	37	11.1
Transfer	33.9	4.3	40.5	21.4
Total	41.9	5.2	37.2	15.6

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

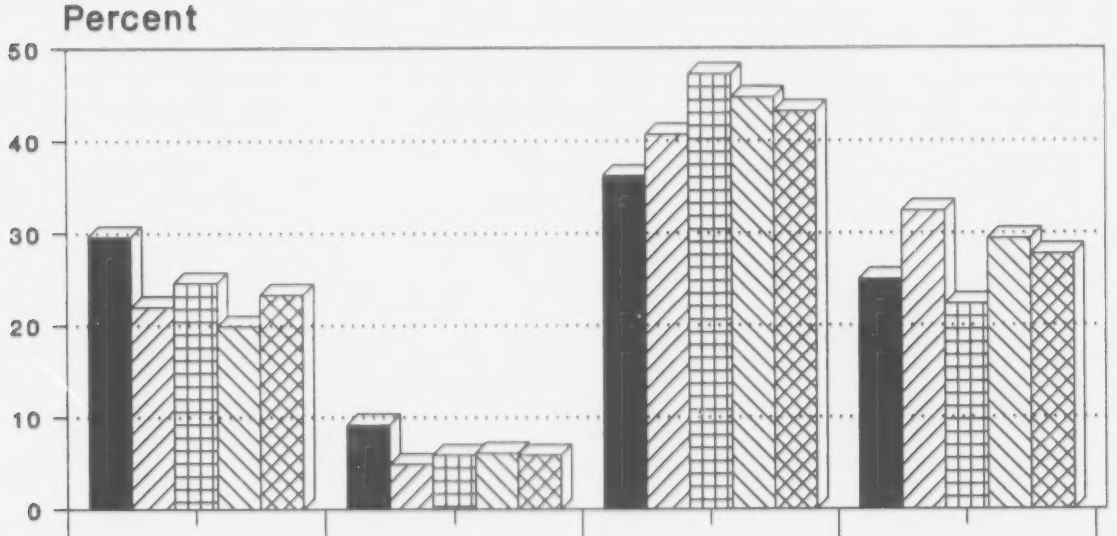
176

177

N=2043

GRAPH 66

STUDENT USE OF BUSINESS OFFICE
1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	29.6	9.2	36.2	25
Nonreturning Stud	22	4.9	40.7	32.4
Graduates	24.6	5.9	47.2	22.3
Transfer	19.9	6.1	44.7	29.4
Total	23.3	5.9	43.2	27.7

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2032

GRAPH 67

STUDENT USE OF STUDENT SENATE
1989-90

	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	16.8	9.2	42.9	31.1
Nonreturning Stud	5.7	1.1	60.2	33
Graduates	13.8	6	59.2	21
Transfer	7.1	4.3	55.7	32.9
Total	9.8	4.1	57.4	28.7

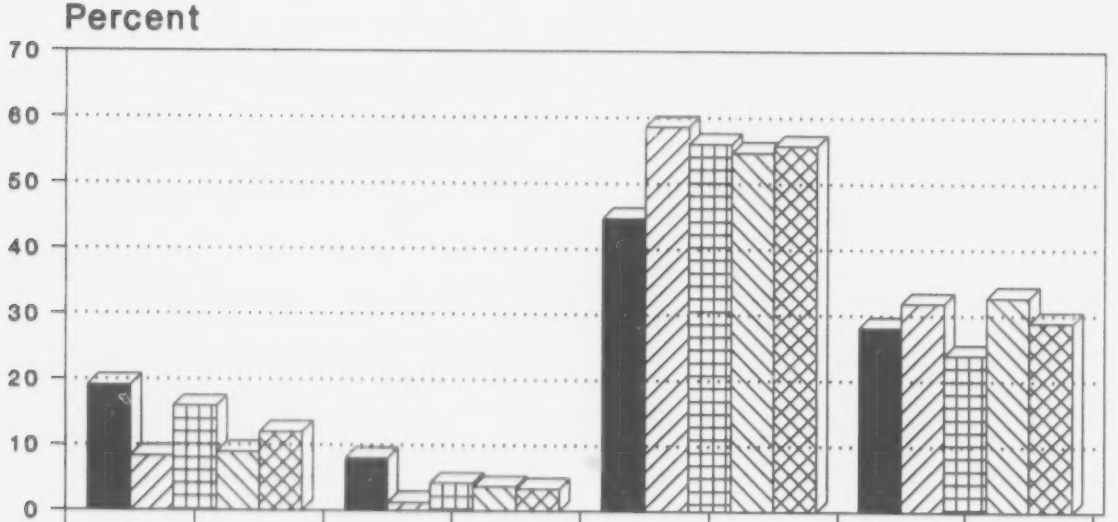
150

181

N=2027

GRAPH 68

STUDENT USE OF STUDENT ORGANIZATIONS 1989-90



	Used Satisfied	Used Unsatisfied	Knew Not Used	Did Not Know
Withdrawing Stud	19.1	8	44.7	28.1
Nonreturning Stud	8.3	1.3	58.6	31.8
Graduates	15.9	4.2	56	23.9
Transfer	8.9	3.7	54.7	32.7
Total	12	3.4	55.7	28.9

Withdrawing Stud Nonreturning Stud Graduates
Transfer Total

N=2028

Used by 15% of leavers but by 27% of withdrawing students and 10% of nonreturning students.

182

183

The following 25 of 32 services were used to a larger extent by withdrawing students as follows. O indicates difference of 10% or more.

Student Use of	Withdrawing Students	All Leavers
1. Financial Aid	56%	47%
2. Academic Advising	49%	45%
3. Multicultural Affairs	22%	8%
4. Counseling	56%	52%
5. Guidance	55%	49%
6. Career Planning	52%	43%
7. Child Care	29%	8%
8. Academic Support	32%	18%
9. Program for Disabled	28%	11%
10. Family and Women's Center	28%	13%
11. Job Placement	31%	17%
12. Campus Employment	28%	18%
13. Tutoring	29%	21%
14. International Student Services	23%	10%
15. Testing	72%	70%
16. Student Center	56%	54%
17. Veteran Services	36%	11%
18. Information Services	80%	76%

184

185

Student Use of	Withdrawing Students	All Leavers
19. Athletics	28%	14%
20. Campus Security	43%	32%
21. Cultural Programs	29%	12%
22. Health Services	28%	17%
23. Housing	22%	7%
24. Business Office	39%	28%
25. Student Senate	26%	14%

A total of 7 services were used less than other leavers by withdrawing students.

1. Bookstore	82%	93%
2. Library	62%	78%
3. College Orientation	48%	48%
4. Registration Services	84%	93%
5. Admission Services	90%	92%
6. Cafeteria	65%	79%
7. Student Newspaper	45%	47%

E. Importance of MATC Training

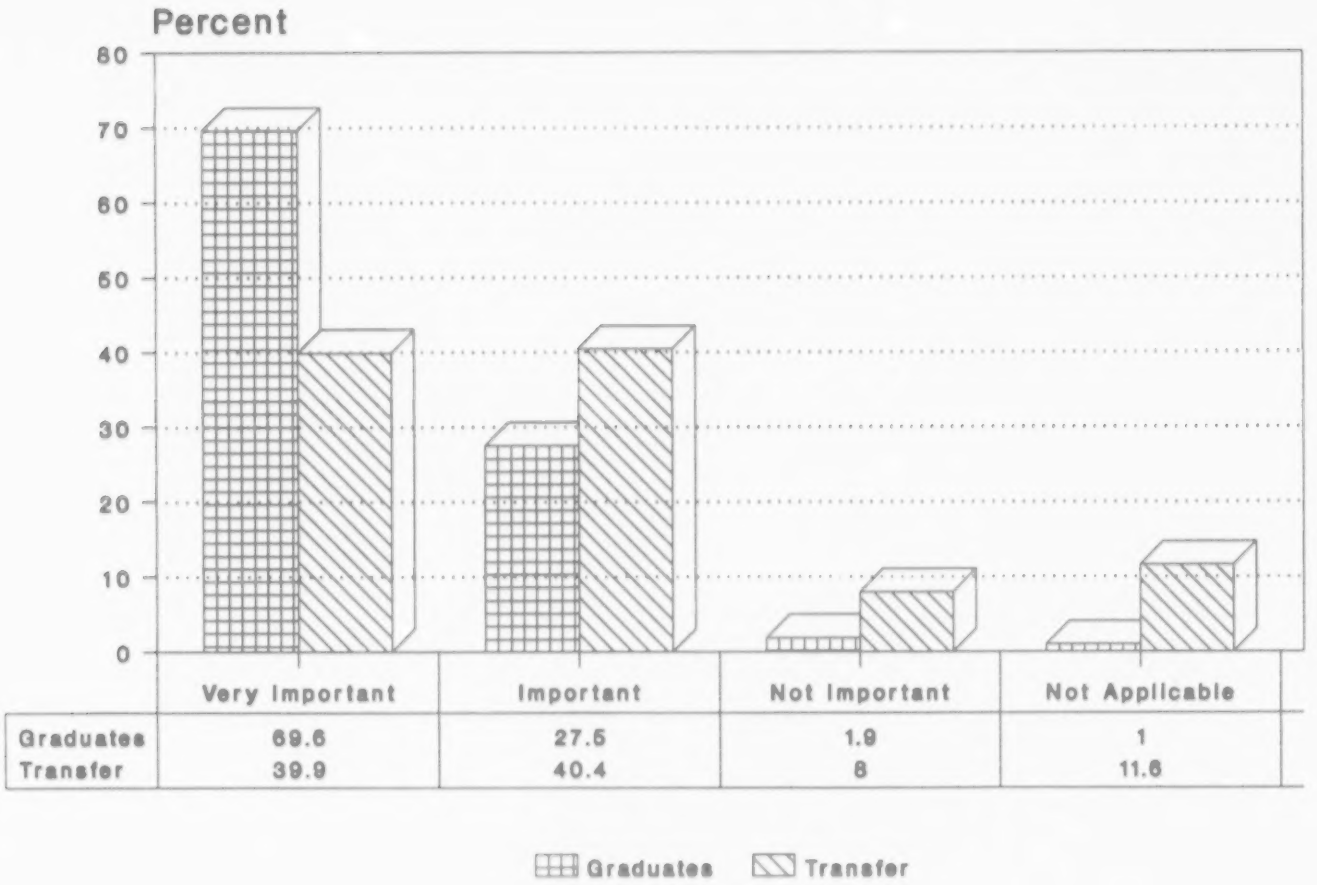
The question "How important your MATC training is for every personal/professional aspect listed below?" was asked of graduates and transfer students with the optional responses of: very important, important, not important, and not applicable.

See Graphs 69 to 77:

Graph 69 - Importance of MATC Training for Career Goals
Graph 70 - Importance of MATC Training for Educational Goals
Graph 71 - Importance of MATC Training for Job Advancement
Graph 72 - Importance of MATC Training for Job Performance
Graph 73 - Importance of MATC Training for Personal Growth
Graph 74 - Importance of MATC Training for Job Enrichment
Graph 75 - Importance of MATC Training for Job Hunting
Graph 76 - Importance of MATC Training for Personal Enjoyment
Graph 77 - Importance of MATC Training for Professional Development

GRAPH 69

IMPORTANCE OF MATC TRAINING FOR CAREER GOALS

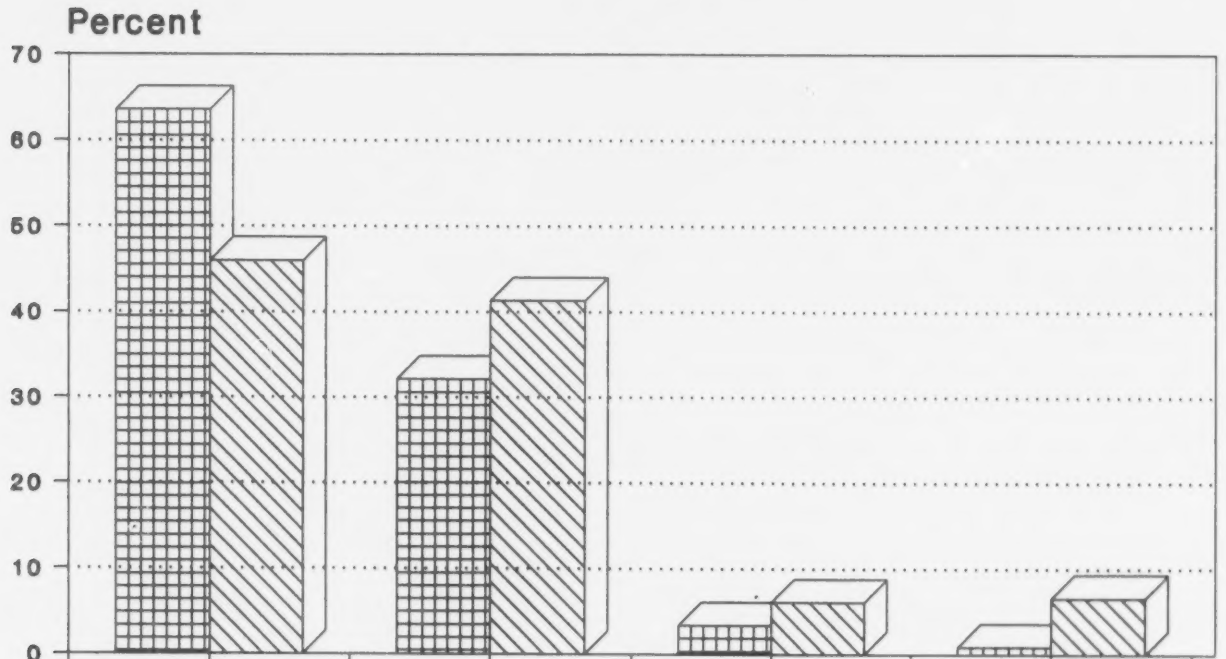


	Very Important	Important	Not Important	Not Applicable
Graduates	69.6	27.5	1.9	1
Transfer	39.9	40.4	8	11.6

N=785 Grads 361 Transfers

GRAPH 70

IMPORTANCE OF MATC TRAINING FOR EDUCATIONAL GOALS



	Very Important	Important	Not Important	Not Applicable
Graduates	63.6	32.1	3.4	0.9
Transfer	46	41.3	6.1	6.6

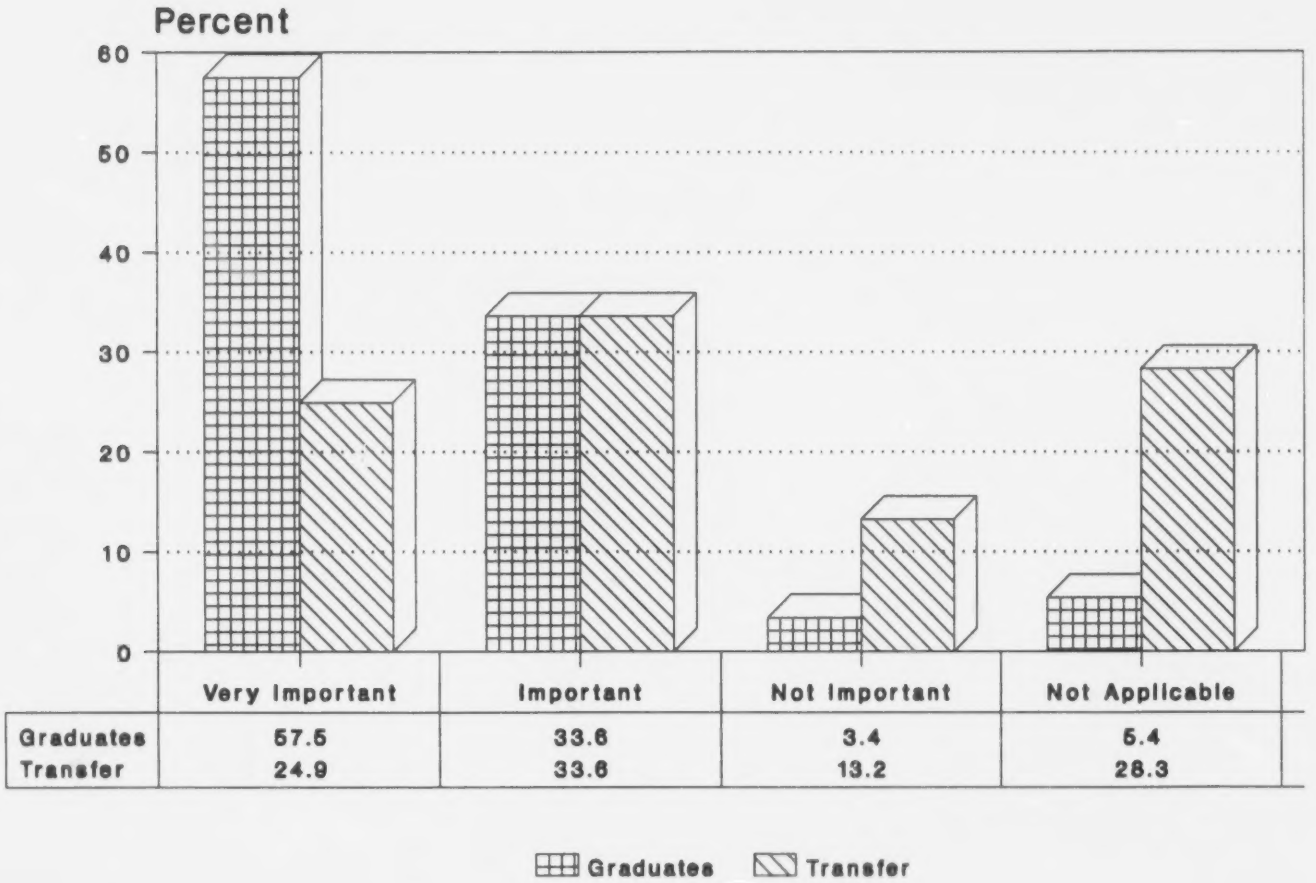
192

193

N=783 Grads 361 Transfers

GRAPH 71

IMPORTANCE OF MATC TRAINING FOR JOB ADVANCEMENT



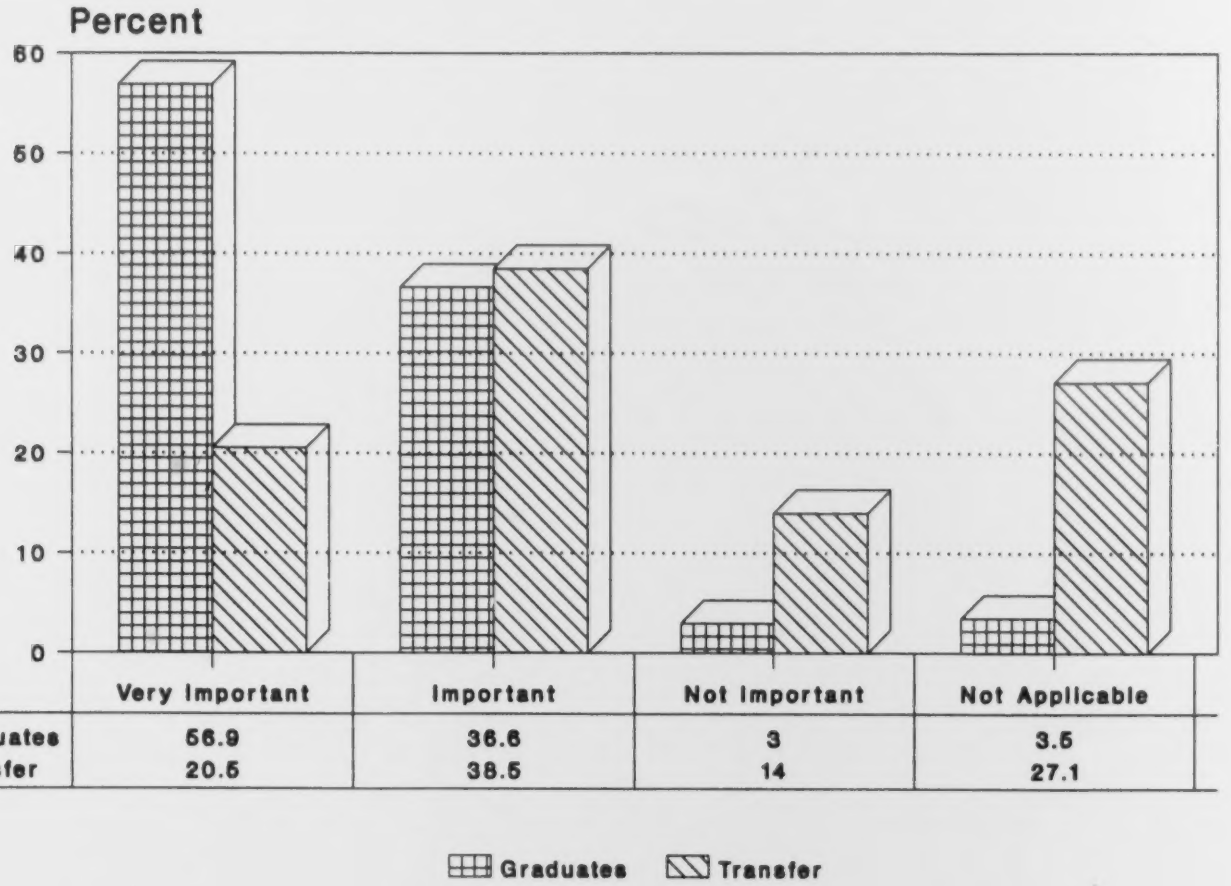
N=756 Grads 357 Transfers

194

195

GRAPH 72

IMPORTANCE OF MATC TRAINING FOR JOB PERFORMANCE



	Very Important	Important	Not Important	Not Applicable
Graduates	56.9	36.6	3	3.5
Transfer	20.5	38.5	14	27.1

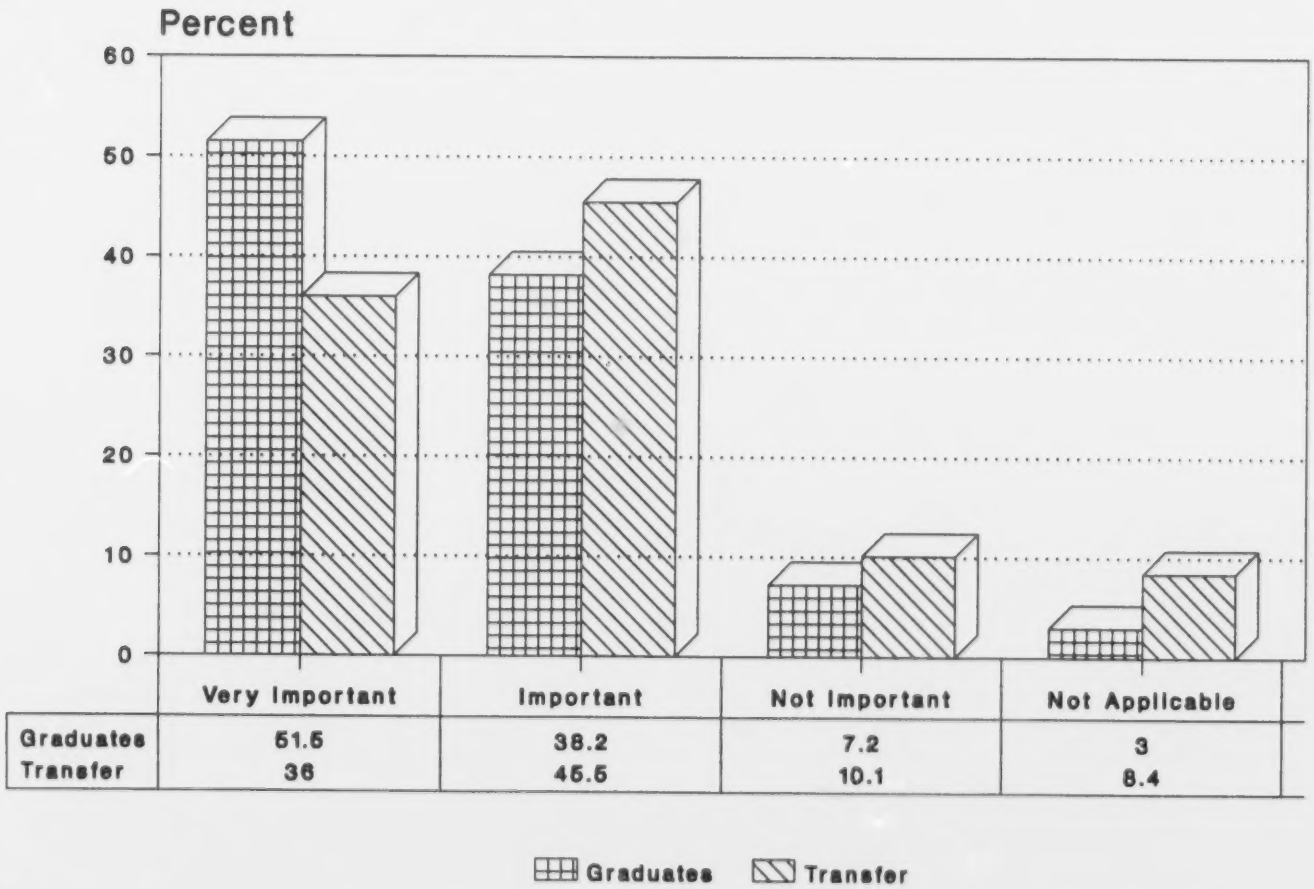
196

197

N=763 Grads 351 Transfers

GRAPH 73

IMPORTANCE OF MATC TRAINING FOR PERSONAL GROWTH



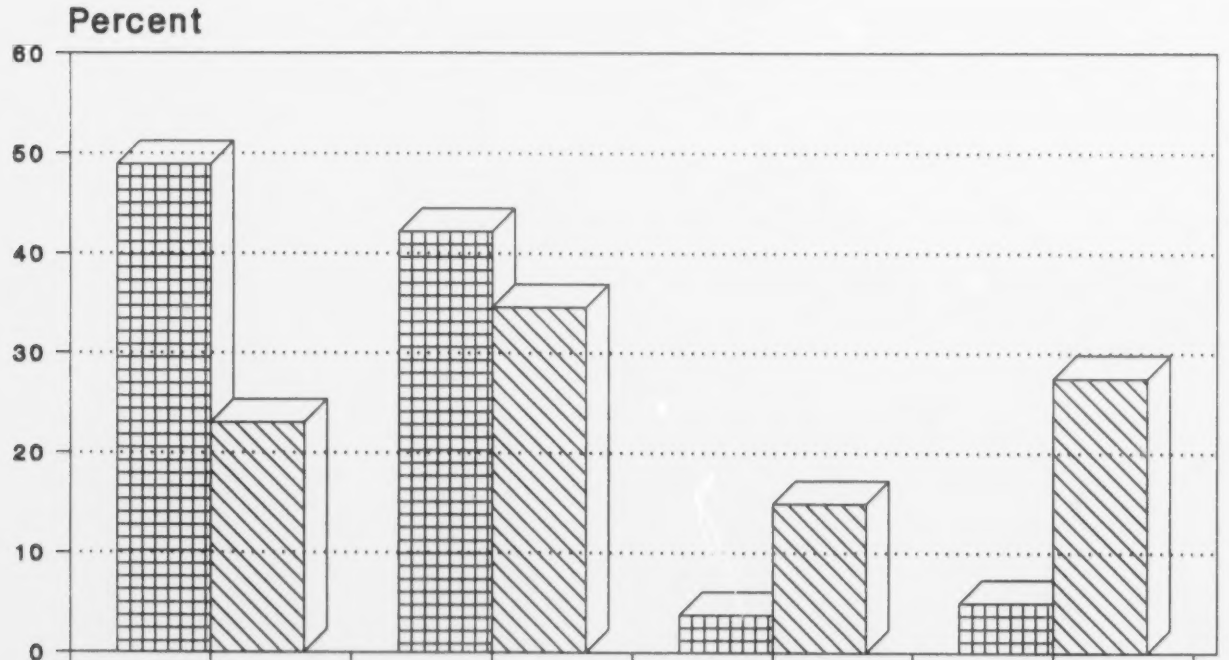
N=761 Grads 358 Transfers

198

199

GRAPH 74

IMPORTANCE OF MATC TRAINING FOR JOB ENRICHMENT



	Very Important	Important	Not Important	Not Applicable
Graduates	48.9	42.2	3.8	5
Transfer	23	34.6	14.9	27.5

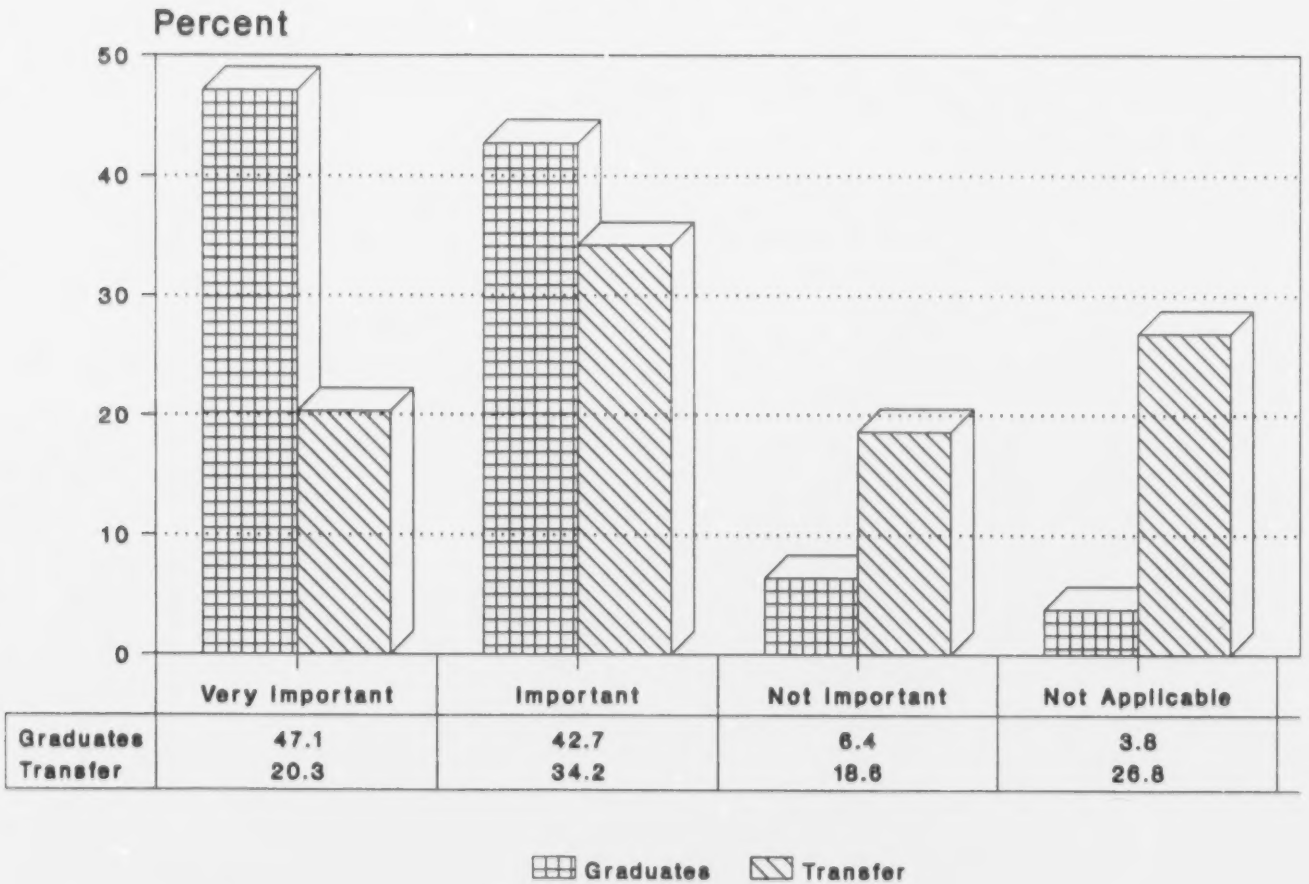
200

201

N=756 Grads 356 Transfers

GRAPH 75

IMPORTANCE OF MATC TRAINING FOR JOB HUNTING



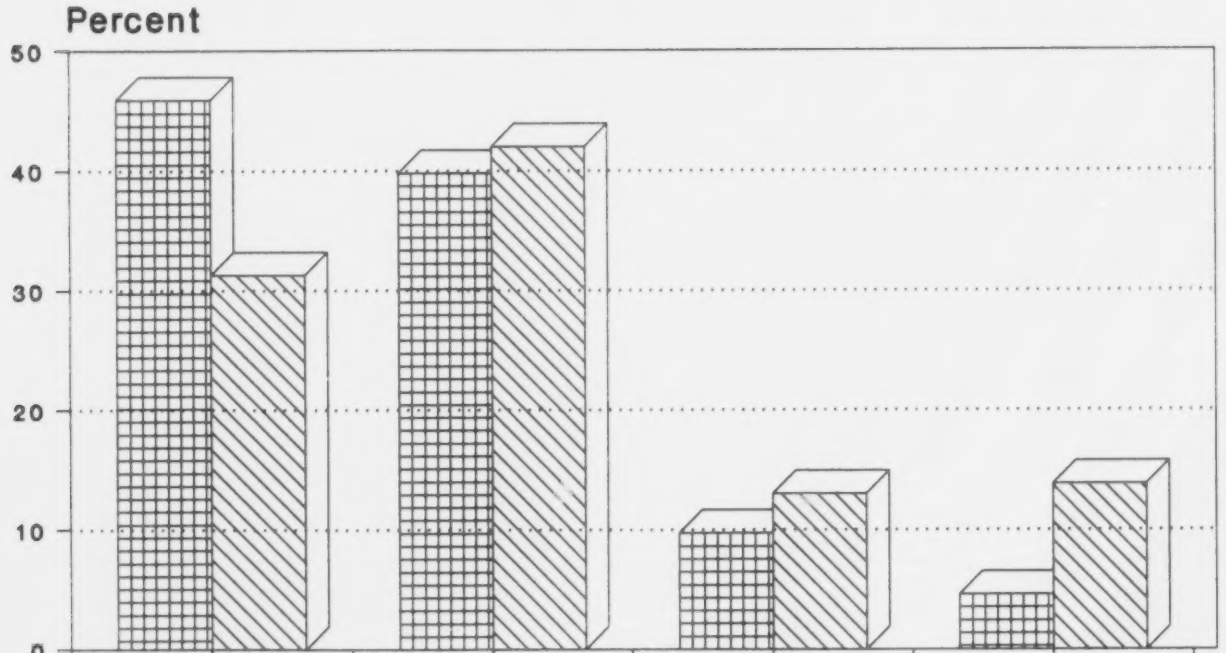
N=762 Grads 354 Transfers

202

203

GRAPH 76

IMPORTANCE OF MATC TRAINING FOR PERSONAL ENJOYMENT



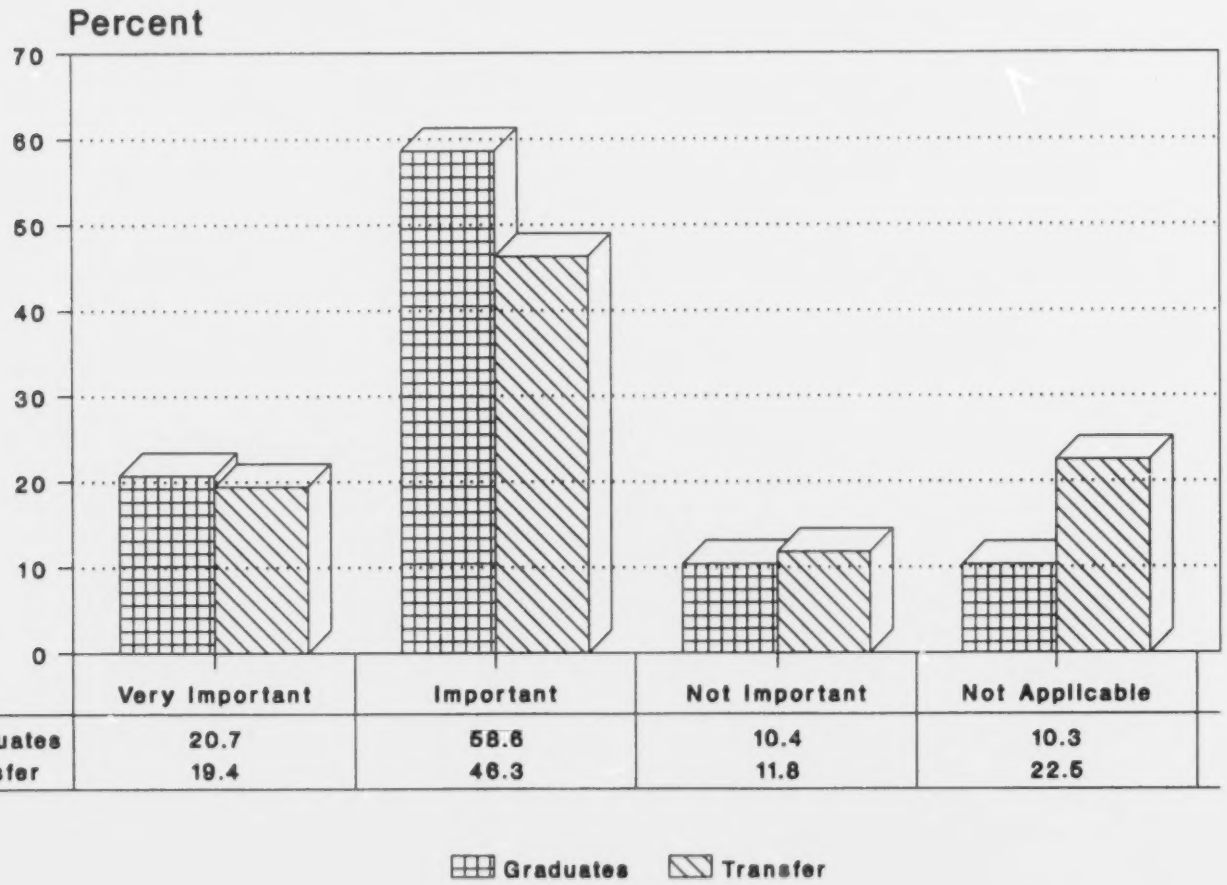
	Very Important	Important	Not Important	Not Applicable
Graduates	45.9	39.8	9.7	4.6
Transfer	31.3	42	13	13.8

Graduates Transfer

N=761 Grads 355 Transfers

GRAPH 77

IMPORTANCE OF MATC TRAINING FOR PROFESSIONAL DEVELOPMENT



	Very Important	Important	Not Important	Not Applicable
Graduates	20.7	58.6	10.4	10.3
Transfer	19.4	46.3	11.8	22.5

N=760 Grads 355 Transfers

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The results of this study are positive in regard to the quality of instruction and services provided by MATC.

A. Reasons for Leaving MATC

The major reasons for leaving given by withdrawing and nonreturning students in this study are personal reasons. This is consistent with previous research conducted at MATC and other institutions. Barriers to continuing education by students are usually those that cannot be entirely alleviated by MATC. Examples would be child care, financial problems, job conflict, personal or family illness, and other family problems. MATC does provide services that address all of these problems, child care centers at the four MATC campuses, financial aid office, counseling and guidance, family and women's center, job services, and the health center. However, it is impossible for all of these services to solve all the problems that students have even if they use the services. Withdrawing students are by far the biggest users percentagewise of support services at MATC than other groups of students.

What also is clear in this study and other student opinion surveys conducted by MATC is that the barriers to continuing their education are not created by MATC. Students do not give as reasons for leaving in any great numbers such things as quality of instructors, instructor' or noninstructor' attitudes, or availability of services. MATC must continue to monitor itself and improve, but there does not appear to be major problems in instructional programs or services.

In 1989 Personal/Family Illness was the most important reason (17.3%) for leaving for withdrawing students, while in 1990,, Job Conflict (17.6%) was slightly higher than Personal/Family Illness (17.3%). For nonreturning students, the change was dramatic in that Child Care (18.3%) emerged as the most important reason for leaving while Personal/Family Illness declined from the second most important in 1989 at 18.4% to 4.2% in 1990. It is estimated that for female nonreturning students child care may be the most important reason for leaving for more than 30% of these students. Financial problems at 23.4%, which was the most important reason for nonreturnees in 1989, declined to 9.6% in 1990 but because sample sizes were small in 1989 the validity of the 1989 result is questionable.

B. Employment and Continuing Education

Other significant results obtained in 1990 pertained to withdrawing and nonreturning student jobouts. A majority of nonreturning (75.2%) and withdrawing (66.1%) students who responded to a question regarding working hours per week indicated they were working 31+ hours of full time. In addition, more than 60% of withdrawing and nonreturning indicated that the training they received at MATC was relevant to their present employment. About 36% of withdrawing students and 55% of nonreturning students indicated that their training at MATC was directly related to their present employment. Training that is relevant indicates that knowledge and skills learned at MATC are transferred to the job even though they may not be directly related to a specific job.

A significant finding of this study is that most withdrawing and nonreturning students are working full time after leaving MATC. These students might be characterized in many cases as jobouts.

A majority of withdrawing students (54.7%) indicated they planned to reenroll at MATC, most of them 39.3% in the next semester.

A majority of transfer students (57.1%) indicated they were seeking a bachelor's degree. Another 18.2% and 6.4% indicated they wanted to achieve a master's or doctorate, respectively.

C. Student Opinions of MATC

In regard to the leaver students' opinions of the quality and importance of MATC education, the results in 1990 are similar to those in 1989. The results of all student opinion studies conducted by the MATC Research, Planning, and Development Department since 1972 are very positive. In 1989-90 the following are the percentages of very satisfied, satisfied, dissatisfied, and did not know for a few of the more important items on the questionnaire by all leavers (N = 2,145 to 2,096) out of a possible 2,323:

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Overall quality of Instruction	25.7%	63.7%	7.0%	3.6%
Instructors' Attitudes	33.0%	54.8%	9.2%	3.0%
Instructor Grading Practices	22.5%	66.9%	8.3%	3.3%
Availability of Instructor	19.2%	52.1%	11.2%	16.5%
Noninstructional Staffs' Attitudes	15.5%	54.5%	9.3%	20.7%
Overall MATC Climate	22.9%	65.8%	6.5%	4.9%
Racial Harmony Climate	15.2%	53.6%	9.1%	22.1%
Lab/Shop Facilities	23.1%	46.4%	5.1%	25.3%
Financial Aid Availability	16.5%	33.5%	13.2%	36.8%

Of 58 services or areas evaluated by leavers, there were no items that had more than 15.2% of students rating the item as unsatisfactory.

The item with the highest unsatisfactory percentage was registration 15.2%; however, used and satisfied responses for registration were 77.9%.

Withdrawing students rated the following items higher than the other leavers (nonreturnees, transfers, or graduates):

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know
Availability of Instructor	28.0%	54.0%	3.6%	17.4%
Availability of Counselors	25.4%	49.6%	7.0%	18.0%
Racial Harmony	25.5%	50.8%	4.1%	20.6%
Registration Process	36.2%	53.6%	7.7%	2.6%

213

212

D. Student Opinion of MATC Services

Leavers were asked to rate the 32 MATC services as follows: (1) used the service and was satisfied with it, (2) used the service but was not satisfied with it, (3) knew about the service but did not use it, and (4) did not know about the service. Withdrawing students were by far the biggest users of services. The percentage of withdrawing students using a service was the highest for 25 of the 32 services. In 16 cases, usage by withdrawing students was 10% more than all leavers. Some examples are the following:

Service	Withdrawing Students	All Leavers
Multicultural Affairs	22%	8%
Child Care	29%	8%
Academic Support	32%	18%
Programs for Disabled	28%	11%
Family and Women's Center	28%	13%
International Student Services	23%	10%
Athletics	28%	14%
Housing Services	22%	7%
Student Senate	26%	14%

Graduates were next in percentage use of services. Nonreturning students and transfer students used services to a much lower extent. Students who used services were generally satisfied with the MATC service.

E. Importance of MATC

Graduates and transfer students were asked to indicate how important their MATC training is for various personal/professional aspects. In each case, both graduates and transfer rated MATC training highly (either very important or important) as follows:

	Very Important		Important	
Career Goals	Graduates	Transfer	Graduates	Transfer
1. Career Goals	69.6%	39.9%	27.5%	40.4%
2. Educational Goals	63.6%	46.0%	46.0%	41.3%
3. Job Advancement	57.5%	24.9%	33.6%	33.6%
4. Job Performance	56.9%	20.5%	36.6%	38.5%
5. Job Enrichment	48.9%	23.0%	42.2%	34.6%
6. Job Hunting	47.1%	20.3%	42.7%	34.2%
7. Personal Enjoyment	45.9%	31.3%	39.8%	42.0%
8. Personal Growth	31.5%	36.0%	38.2%	45.5%
9. Professional Development	20.7%	19.4%	58.6%	46.3%

F. Recommendations

1. MATC should continue to provide a full range of services to students--child care, guidance and counseling, career planning, testing, faculty advising, Family and Women's Center, programs for the disabled, financial aid, academic support centers, placement, etc. These services should be continuously monitored in terms of use and quality of services. Student opinion in regard to use and quality does not indicate a need for significant expansion or change in services with one exception. There is a need to expand child care services. The expansion has already been initiated by MATC. However, MATC does not have the resources to expand such services sufficient to meet the demand.

2. It is not necessary to continue to utilize a comprehensive questionnaire for leavers as is included in the SAL study. However, it would be useful to continue to ask withdrawing students their opinions of MATC when they withdraw. In addition, it would be useful if individual services such as the Multicultural Center, Family and Women's Center,

Counseling and Guidance, Career Planning, Child Care, Placement, Financial Aid, Academic Support Centers, etc. would have students evaluate services received at the time they utilize these services.

3. The MATC Student Survey of enrolled students, started in 1972, should continue to be done every other year. A sample of nonreturning students might also be asked to complete the questionnaire to compare with enrolled students.

4. The employment of withdrawing and nonreturning students should be studied in more depth. A majority of these leavers were employed full time after leaving and many might be considered jobouts since most indicated that their training at MATC was relevant to their job if not directly related. Questions that should be investigated are:

   a. How many were employed in their present jobs while they were MATC students?

   b. What programs were they enrolled in at MATC and what is their present job title?

APPENDIX A - Survey Documents

Milwaukee Area Technical College

WITHDRAWING STUDENT QUESTIONNAIRE

Dear MATC student: We value your opinion. Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

   Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

   MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

2. REASONS FOR LEAVING MATC ***(CHECK ☑ ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

   ☐ *Changes in my educational plan/goals*
   ☐ *Found a job related to my MATC training*
   ☐ *Found a job unrelated to my MATC training*
   ☐ *Personal/family illness or injury*
   ☐ *Other personal/family cause*
   ☐ *Plan to attend another college*
   ☐ *Financial problems*
   ☐ *Course unrelated to my needs*
   ☐ *Course scheduling inconvenient*
   ☐ *Course grade problems*
   ☐ *Dissatisfaction with instructional quality*
   ☐ *Other reason*_____ (Specify)
   ☐ *Job conflict*
   ☐ *Transportation to MATC problems*
   ☐ *Moving to a new location*
   ☐ *Child care problems*
   ☐ *Lost interest in courses*

3. IF MORE THAN ONE REASON WAS CHECKED IN QUESTION 2 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO ***YOUR MOST IMPORTANT REASON*** FOR LEAVING MATC.

4. FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ☑ ONLY).***

   ☐ *Enroll at MATC next semester*
   ☐ *Return to MATC after next semester*
   ☐ *Enroll at another college*
   ☐ *Stop studying for a while*
   ☐ *Quit school forever*
   ☐ *Other*_____ (Specify)

5. FOR EVERY LISTED MATC ASPECT BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other_____ (Specify)

6. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other_____ (Specify)

BEST COPY AVAILABLE

Milwaukee Area Technical College
NONRETURNING STUDENT SURVEY

Dear MATC former student: Please, take a few minutes to answer the following questions. This information will help us to improve MATC programs and services. Your cooperation is highly appreciated.

1. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Job title _____

Employer's name _____ *Phone* _____

Employer's Address _____
Street City Zip

Wages/salary before deductions. ***(Give one only.)*** $_____/Hour $_____/Week $_____/Month $_____/Year

Working hours per week ***(check one box only).*** ☐ 1 - 10 ☐ 11 - 15 ☐ 16 - 20 ☐ 21 - 30 ☐ 31 or more

MATC training related to job ***(check one box only).*** ☐ Very much ☐ Somewhat ☐ Not at all

2. REASONS FOR LEAVING MATC ***(CHECK ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

- ☐ Changes in my educational plan/goals
- ☐ Found a job related to my MATC training
- ☐ Found a job unrelated to my MATC training
- ☐ Personal/family illness or injury
- ☐ Other personal/family cause
- ☐ Plan to attend another college
- ☐ Financial problems
- ☐ Course unrelated to my needs
- ☐ Course scheduling inconvenient
- ☐ Course grade problems
- ☐ Dissatisfaction with instructional quality
- ☐ Other reason _____ (Specify)
- ☐ Job conflict
- ☐ Transportation to MATC problems
- ☐ Moving to a new location
- ☐ Child care problems
- ☐ Lost interest in courses

3. IF MORE THAN ONE REASON WAS CHECKED IN QUESTION 5 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX CORRESPONDING TO ***YOUR MOST IMPORTANT REASON*** FOR LEAVING MATC.

4. FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ONLY).***

- ☐ Enroll at MATC next semester
- ☐ Return to MATC after next semester
- ☐ Enroll at another college
- ☐ Stop studying for a while
- ☐ Quit school forever
- ☐ Other _____ (Specify)

5. FOR EVERY LISTED MATC ASPECT BELOW ***CHECK THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	Satisfied	Dissatisfied	Do not know	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	Satisfied	Dissatisfied	Do not know	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other _____ (Specify)

6. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK THE APPROPRIATE BOX,*** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	Used the service but was not satisfied with it	Knew about the service but did not use it	Did not know about the service	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	Used the service but was not satisfied with it	Knew about the service but did not use it	Did not know about the service	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other _____ (Specify)

Milwaukee Area Technical College
TRANSFERRING STUDENT SURVEY

Dear MATC transferring student: Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. TODAY'S DATE. ____ ____ ____ (Month Day Year)

2. SOCIAL SECURITY NO. ____ ____ ____ ____ ____

3. LAST NAME. ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

4. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Job title _____

Employer's name _____ *Phone* _____

Employer's Address _____
Street City Zip

Wages/salary before deductions. ***(Give one only.)*** $_____/*Hour* $_____/*Week* $_____/*Month* $_____/*Year*

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

5. NAME OF INSTITUTION TRANSFERRING TO ***(PLEASE PRINT).***

First choice _____ *Second choice* _____

6. REASONS FOR TRANSFERRING ***(CHECK ☑ ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

- ☐ *Study toward an advanced degree*
- ☐ *Financial problems*
- ☐ *Course scheduling inconvenient*
- ☐ *Course grade problems*
- ☐ *Dissatisfaction with instructional quality*
- ☐ *Completed my current program of study*
- ☐ *Job conflict*
- ☐ *Moving to a new location*
- ☐ *Child care problems*
- ☐ *Professional advancement opportunities*
- ☐ *Study toward a degree in a different field*
- ☐ *Transportation to MATC problems*
- ☐ *Personal concerns*
- ☐ *Other personal/family cause*
- ☐ *Other reason* _____ (Specify)

7. IF YOU CHECKED MORE THAN ONE REASON IN QUESTION 3 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO *YOUR MOST IMPORTANT REASON* FOR TRANSFERRING TO OTHER INSTITUTION.

8. FACTORS INFLUENCING SELECTION OF COLLEGE TRANSFERRING TO ***(CHECK ☑ ALL THE FACTORS THAT APPLY TO YOUR SITUATION).***

- ☐ *Quality of educational programs*
- ☐ *Quality of instruction/research*
- ☐ *Personal interests*
- ☐ *Institution prestige*
- ☐ *Student body composition/size*
- ☐ *Relevance to career goals*
- ☐ *Financial concerns*
- ☐ *Classroom/laboratory facilities*
- ☐ *Location*
- ☐ *Quality of campus life*
- ☐ *Professional advancement opportunities*
- ☐ *Relevance to present job*
- ☐ *Personal referrals*
- ☐ *Quality of noninstructional services*
- ☐ *Other* _____ (Specify)

9. IF YOU CHECKED MORE THAN ONE FACTOR IN QUESTION 5 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO *THE MOST IMPORTANT FACTOR* IN SELECTING ANOTHER INSTITUTION.

10. HIGHEST LEVEL OF EDUCATION PLANNED ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Classes only, no degree/certificate*
- ☐ *Associate degree*
- ☐ *Doctorate/professional degree*
- ☐ *Certificate*
- ☐ *Four-year degree*
- ☐ *Other* _____ (Specify)
- ☐ *One-year/two-year diploma*
- ☐ *Master's degree*

11. ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO HOW IMPORTANT YOUR MATC TRAINING IS FOR EVERY PERSONAL/PROFESSIONAL ASPECT LISTED BELOW.

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Career goals
☐	☐	☐	☐	Job hunting
☐	☐	☐	☐	Job performance
☐	☐	☐	☐	Job enrichment
☐	☐	☐	☐	Job advancement

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Educational goals
☐	☐	☐	☐	Professional development
☐	☐	☐	☐	Personal growth
☐	☐	☐	☐	Personal enjoyment
☐	☐	☐	☐	Other_____ (Specify)

12. FOR EVERY LISTED MATC ASPECT BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other_____ (Specify)

13. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Information
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance
☐	☐	☐	☐	Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Academic Support Center

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Student Senate
☐	☐	☐	☐	Student Organizations
☐	☐	☐	☐	Other_____ (Specify)

Milwaukee Area Technical College
GRADUATING STUDENT SURVEY

Dear MATC graduating student: Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. TODAY'S DATE. Month Day Year

2. SOCIAL SECURITY NO.

3. LAST NAME.

4. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Job title _____

Employer's name _____ *Phone* _____

Employer's address _____
Street City Zip

Wages/salary before deductions. ***(Give one only.)*** $_____/*Hour* $_____/*Week* $_____/*Month* $_____/*Year*

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

5. FUTURE EMPLOYMENT PLANS ***(CHECK ONE BOX ☑ ONLY).***

☐ *Continue working in my current job/business* ☐ *Just obtained a new job* ☐ *Currently looking for a job*
☐ *Start my own business* ☐ *No employment plans so far* ☐ *Other* _____ (Specify)

6. FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ☑ ONLY).***

☐ *Enroll at MATC next semester* ☐ *Enroll at another college* ☐ *Quit school forever*
☐ *Return to MATC after next semester* ☐ *Stop studying for a while* ☐ *Other* _____ (Specify)

7. ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO HOW IMPORTANT YOUR MATC TRAINING IS FOR EVERY PERSONAL/PROFESSIONAL ASPECT LISTED BELOW.

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Career goals
☐	☐	☐	☐	Job hunting
☐	☐	☐	☐	Job performance
☐	☐	☐	☐	Job enrichment
☐	☐	☐	☐	Job advancement

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Educational goals
☐	☐	☐	☐	Professional development
☐	☐	☐	☐	Personal growth
☐	☐	☐	☐	Personal enjoyment
☐	☐	☐	☐	Other _____ (Specify)

OVER, PLEASE
(MORE QUESTIONS ON THE OTHER SIDE)

8. FOR EVERY LISTED MATC ASPECT BELOW, ***CHECK ☛ THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other_____ (Specify)

9. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK ☛ THE APPROPRIATE BOX,*** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Information
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance
☐	☐	☐	☐	Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Academic Support Center

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Student Senate
☐	☐	☐	☐	Student Organizations
☐	☐	☐	☐	Other_____ (Specify)

10. CLOSEST RELATIVE OR FRIEND WHO DOES NOT LIVE AT YOUR HOME ADDRESS ***(PLEASE PRINT).***

Name _____ *Relationship* _____

Address _____ *Phone* _____
Street City State Zip